Sr Anna M Aalckman IHM
Marygrove College Lib
8425 W McNichols Rd
Detroit MI 48221

Library Services
To The Disadvantaged

Catholic Library World

Volume 45 April, 1974 Number 9

FROM THE EDITOR

Henry James did not mean it as a compliment when he said "It is not simple to be an American *(Lady Barberina),* but it is true. Americans have that happy facility to fuse the best of every circumstance into a viable fabric of some durability and utility; we call this inventiveness. In addition, Americans in their good will have perfected a spirit of optimism based on a sound faith which was verbalized in our Constitution and repeatedly praised in Katherine Bates' *America the Beautiful.* Perhaps Walt Whitman identifies the true American spirit best in *Leaves of Grass* when he says that "I hear America singing, the varied carols I hear."

Library services are examples of the composite American spirit. Among the outstanding signs of generosity are the services to the disadvantaged and the handicapped, those persons lacking in the basic resources or conditions believed to be necessary for an equal position in society and those who are put at a disadvantaged. In each of the articles in this issue you will find authors who champion the profession in a particular area of concern. People who have not weighed personal inconvenience and daily burdens on a scale with service. It is a pleasure to share the concepts of our professional giants with CLA members.

This month we are introducing a new column called Viewpoint/Religious Education by Janet M. Bennett. Mrs. Bennett is the Resource and AV Coordinator for the Diocese of Paterson, New Jersey. She has been active in so many of the communication media that it is difficult to select only several to fit in this space. Most recently, she has been moderator of *Catholic Window* on WPIX-TV in New York; panelist for WOR-TV, New York series on parent-child relations and religious education; a lecturer and panelist on mental retardation and education at several colleges and universities. Janet has published articles in *The Living Light, Today's Parish* and *The Catechist.* I am sure that you will enjoy and profit from her column and article in this issue.

To each of you, we wish the joy of the Easter Season and the delights of Nature's springtime glories.

JOHN T. CORRIGAN, C.F.X.

LETTERS

Lynn-Peterson Classification System

I would like to comment briefly on questions recently raised, in Catholic Library World and elsewhere, concerning the Lynn-Peterson classification system.

First, with regard to the particular question about BQ, which in Lynn is used for Christian literature and which the Library of Congress in 1972 began using for Buddhism. At Catholic University we follow the new L.C. schedule for Buddhism but instead of BQ we use BLQ. This not only obviates the conflict with Lynn but has the additional advantage of keeping Buddhism close to BL, where material on other oriental religions is located, rather than having BM, Judaism, and BP, Islam, etc., fall between.

With regard to the wider question of updating Lynn, we may soon be in a better position at Catholic University to be of some help to other libraries in this respect. It may be pertinent to recall that both the second edition and the 1965 supplement were prepared at Catholic University and published by The Catholic University of America Press.

We are about to convert our own carefully annotated Lynn schedules to 8½ x 11 looseleaf, for more convenient regular development. This may in turn enable us to provide other libraries with photoduplicated copies, either of the whole system or of particular sections or individual pages, especially revised parts or pages.

I suppose that any such procedure would require the consent of Mrs. Lynn, who holds the copyright.

I understand there may be some joint discussion of the matter at the Pittsburgh convention and I hope to be there to take part if there is.

Thomas Pater
Head Theology Cataloger
The Catholic University
of America

Editor's Note:
C.U.S.L.S. has placed a discussion of this topic on their agenda for the convention.

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CONTRIBUTING EDITORS
Barbara G. Emigh
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San Antonio, Texas

Sister Marie Melton, R.S.M.
St. John's University
Jamaica, New York

ADVERTISING REPRESENTATIVE
John Brubaker
261 Madison Avenue
Room 1102
New York, New York 10016
(212) 972-1646

EDITORIAL AND ASSOCIATION OFFICES
Catholic Library Association
461 W. Lancaster Avenue
Haverford, Pennsylvania 19041
(215) Mi 9-5250

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"It's sometimes said that the complexities of today's world make the problem of retardation more difficult. In a simpler time, on a farm perhaps, someone who was retarded could more easily be accommodated. Being accepted by his family was the biggest hurdle. But if he could be accepted, there were places he could go and things he could do."

The library:

Today's complicated world is indeed a problem. But it's not only the technology, the high-pressure pace, the city and suburban crowding, the difficulties of transportation. In addition to these, there are the very processes we use in handling the retarded— or otherwise handicapped—person. He's tested, evaluated, discussed, given therapy and often medication—not once but continuously. A handicapped person is treated as handicapped and reminded of his handicapped status regularly. Whatever he is given is done through programs organized and structured—frequently in segregated facilities—in recognition of his condition. For a handicapped person, often life itself is a program.

A liberating alternative

In many ways a library can be a liberating alternative for handicapped people, including those who are retarded. A library can be a *Place Where.* A *place where* he doesn't have to be evaluated first. A *place,* like the old country store, *where* he can come and go like anyone else, and *where* people can get to know him as a regular customer. A *place,* like the general store, *where* he can pick what he wants, not just what his reading level, or his program director, or his diagnostic team has decided is right for him.

Even as simple a thing as having his own library card can contribute to the retarded person's feeling that

the retarded person's alternative

By Janet M. Bennett

he's somebody. Most libraries require that a person be able to write his name before giving him a card. but many of the special courtesy cards for business executives or for university faculty waive the name-writing requirement. Perhaps the same privilege could be accorded retarded people when necessary. However, far more retarded people can read and write than the public may believe.

Like most other people, retarded people learn a great deal by random exposure to everything around them. But random exposure is less and less possible nowadays, not just for retarded people but for all of us. We're scheduled and committed up to our ears.

Perhaps to make up for past years of supposed neglect of retarded people, aggressive programming for them is now considered an unqualified good thing. I know parents who, believing that they ought to take advantage of everything offered by everyone, have their little retarded kids enrolled in catechism classes, dancing lessons, scouts and summer camps in a breathless merry-go-round of activity in addition to public school special education classes.

Leisurely visits to the library might supplant several of these, and do so in a way that eliminates the pressure-to-produce such organized activities imply. A retarded person, no less than anyone else, needs time to breathe, time to browse. Often those who deal with retarded people are so fearful of inactivity, so afraid they will be left alone, that everyone's right to be left alone is seen as a positive evil.

For older retarded people the problem is admittedly somewhat different. Once they've gone beyond the age level for mandatory public education and the implication that "something can be done," scheduled activities are often limited. Work and social contacts may be erratic; evenings and weekends are frequently monotonous and empty.

Libraries tend to be seen as the preserve of readers and scholars. By definition they may seem to be relatively inappropriate for retarded people. Yet for older retarded people too the library can provide possibilities for continued growth and enrichment.

The Library as the peoples' university

All of this presumes that the library itself functions in a way that will be stimulating and imaginative for the community as a whole. A library still suffocating under the musty moralistic regulations of the past will do no good for retarded or non-retarded patrons. A library is not simply a storehouse full of books, with the librarian as caretaker and protector and dispenser of the stock. Rather it's a place where books and all kinds of other materials are arranged conveniently and enticingly for the use and enjoyment of those who come there. The library traditionally has been a form of "people's school," a place where people of all ages, backgrounds and needs can come to learn. The library as an open-access institution for learning is ideally suited to the needs of retarded people.

Rather than seeing retarded people as a single rather homogeneous group—with intelligence reduced in roughly the same degree, perpetually at the picture-book stage—librarians could consider them as they do the other library patrons, as individuals with special needs. And "special needs" mean interests and concerns as well as certified reading competence. Do librarians inquire of their apparently normal customers "What is your reading level?" Or do they say, "What are you interested in?"

Many retarded people can manage to locate their own materials with a minimum of direction—the same signs the rest of the populace

"The need for personnel highly trained in special education does not strike me as a necessity. People good at teaching—and good with children, and good with teenagers, and good with adults—would be necessary. For that's what retarded people are—children, teenagers, and adults."

"It isn't necessary for library personnel to feel that they must have specific training in the ways of retardation. Common sense can suggest all kinds of ways of adapting to unusual conditions. Parents are generally resourceful and cooperative. In the case of story hours parents might sit in on the session, in the beginning or throughout. Try-and-see is a very useful method of dealing with problems arising out of handicaps."

requires. More varied and interesting materials can be offered if staff members take time to notice their patrons and assist them in their selection.

Regarding particular programs, there are many ways that retarded people can be included in the library's services. Small details such as the phrasing of announcements would help. For instance, story hours could be announced: "For children approximately 3 to 5 in interest." Many young retarded children would enjoy story hours but they may be several years older than the specific posted 3-to-5-year age limit. Parents of retarded children tend to try very hard to be unobtrusive, not to impose. They are inclined to observe rules carefully, and will feel their children "don't qualify" in many cases where there's no reason why they shouldn't.

Many retarded children develop at uneven rates physically and mentally. They may walk much later than the usual age. But their minds often are ready for more learning experiences than simply day-long television. Library staff or aides could bring books and other materials—records, talking books, display materials—to the homes of retarded children. Books-by-Mail programs, beginning to be adopted in many libraries, could help both the children and parents who find it awkward to maneuver with a retarded child, especially when there are other young children at home.

The educational scene

Public school special education classes, though highly praised and advertised where they do exist, and much in demand where they do not, are often nevertheless not altogether satisfactory. Assignment to special classes continues to be made according to categories of trainable and educable, determined by tests which often are exercises in self-fulfilling prophecy. Children are grouped by approximately similar I.Q. and age range, without regard to their vastly different behavioral, emotional and cultural requirements.

Teaching in special classes seems to relate the learning of specific tasks to I.Q. level. Yet the unstable factors of physical condition (at the moment) and total intellectual endowment (only surmised) have a great deal to do with the child's performance. Intellectual endowment includes such things as creativity, common sense, feeling and empathy, and other intangibles which can have an enormous influence on learning and productivity beyond what can be guessed at from a test score.

The importance of a favorable learning—and testing—environment cannot be overstressed, but in practice this frequently is understood mainly as an atmosphere of cheer and jolliness, and lots of bright-colored furnishings. But there is considerably more subtley to it than that.

Grouping in special education classes too often amounts to a pooling of problems, a lowered self-image for the child, and a collective holding each other back. The claims of individual teaching and lessening of pressures have not been well sustained.

In any case, many parents are thoroughly dissatisfied and frustrated with the offerings of public school special education. Yet they are told, and many of them believe, that it's better than nothing. For many families who otherwise would have the choice of institutionalizing or keeping the youngster at home all day, it may be better than nothing. But there are parents who know that there must be more possibilities for their children, that their children are capable of more, that something is quite wrong with the special classes and the whole special education assembly line.

More and more educators recognize that retarded children need the company of normal children, and that they can profit by a normal classroom environment. But the traditional structured classroom of thirty or forty children, with a hard-pressed teacher, and a curriculum prescribed for learning within a specified time frame, is not the kind of normal classroom retarded children need. The individualized education of a good open classroom setting is one possibility, and this has been demonstrated to work effectively where it has been tried.

However, comparatively few communities have adopted the open classroom situation. And even fewer of those whose responsibility it is to designate placement for retarded children—diagnostic teams, or school boards—include this kind of option in their thinking.

Here again the library could offer a significant service. The library, by means of all its resources—books, records, talking books, and even teaching machines—could offer highly individualized learning opportunities for those retarded children whose families are uneasy about available schooling. The library could help to break the either-or, like-it-or-not placements provided by local school districts.

An open education, an alternative to other options, for retarded people of all ages, as part of a library's services, is an exciting possibility for a library willing to extend itself in this direction. ■

Serving mentally retarded children in our libraries

By Hilda K. Limper

Teach the Child to Listen

First of all, it is necessary to accept these children who, though they have definite limitations, can become contributing members of society. The educable mentally retarded child has an IQ ranging from 50-75, and has some potential for book learning. We can contribute to his realization of this potential by providing him and his teachers with suitable materials. We can have a part in making tax payers instead of tax users of the educable mentally retarded.

The educable retarded children learn to read, albeit more slowly than normal children, and seldom above the fourth grade level. During the pre-reading period books can play an important role in language development and the readiness program when used for storytelling and reading aloud. I'll always remember the words of a speaker I heard at a conference on the education of retarded children some years ago. "Teach the child to listen," he said, "and then give him something worth listening to." Retarded children do listen to well selected and well read or told stories, and we often hear the same response from them that we get from normal children after a story: "Read it again" or "Read us another story."

It is best to start with realistic stories or those in some way related to the children's experiences. Gradually more fanciful stories can be added, but long complicated fairy tales or fantasies are seldom suitable.

Along with the *stories* we use with educable retarded children during their pre-reading and early reading period, we give them books on shapes and colors. Dr. Norris Haring says in his *Teaching Reading to Mentally Retarded Children:* "Our first consideration, regardless of the child's age on entering the reading program, is to determine his ability to distinguish forms such as circles, squares, and triangles. To strengthen this ability we use activities that involve the sorting of color and form." A book such as Fredun Shapur's *Round and Round and Square* can be used to advantage to help the child distinguish shapes, as well as colors. Others which serve in this capacity are Blossom Budney's *A Kiss Is Round,* Seymour Reit's *Round Things Everywhere,* Ed Emberley's *Wing on a Flea,* and John Reiss' *Color* and *Numbers.* Another book on color concepts and color combinations is *Little*

Blue and Little Yellow. Tana Hoban's book, *Push-pull, Empty-full* is another good concept book showing opposites like over versus under, up versus down, etc. We've successfully used Helen Buckley's *Grandfather and I* for creative dramatics and taught the children something about the concept of hurrying versus leisurely activity.

Involve the Child in Creative Activities

Many books lend themselves to creative activities where children draw or cut out figures of book characters (if the teacher makes the model) to encourage eye-hand coordination, for this also promotes reading readiness. One of our classes made a collage figure of Curious George holding aloft the bunch of balloons, each balloon having been cut out separately. This took a great deal of eye-hand coordination, and thus contributed to motivated development in the children. The *Curious George* stories, incidentally, are great favorites among retarded children, as are *Harry, the Dirty Dog* and sequels and the *Billy and Blaze* stories.

Satisfy the Individual's Needs

Naturally, the older retarded readers of teen age are the most difficult age group for whom to supply books they can read and which they find interesting. Many of them do like animal and nature books, and several publishers have made available easy books in this category. Follett's Beginning Science series has such useful titles as *Snakes, Robins, Alligator Hole, Birds That Hunt, Insects* and *Hummingbirds*. The Crowell Let's-Read-and-Find Out series also has good, well illustrated titles in this category —among them *Giraffes at Home, Spider Silk, It's Nesting Time, The Blue Whale, Rain and Hail, Flash, Crash, Rumble and Roar,* and several titles on astronomy and space.

The Garrard Junior Science books have such useful books as the *Junior Science Book of Stars* and the *Junior Science Book of Beavers*. The Random House Gateway Books offer titles like *The Friendly Dolphins,* and *All Kinds of Seals. The Sun, the Moon, and the Stars* is in their Easy to Read series.

Franklin Watts has a useful series they call Let's Find Out About, and includes both nature subjects and biography. The ones on snakes and birds are particularly useful as are the biographies of Lyndon Johnson, Abraham Lincoln, and Thomas Edison.

We find that the easy brief biographies make good reading for junior high retardates. Several publishers now offer such biographies which have largely supplanted the Bobbs-Merrill Childhood Stories of Famous Americans series. The Crowell series is probably the best for teen age retardates and offers such popular subjects as Wilt Chamberlain, Jackie Robinson, Jim Thorpe, Samuel Clemens, and Marian Anderson. The Putnam Beginning to Read series offers such modern subjects as Lyndon Johnson and John F. Kennedy, and historical figures like Daniel Boone, Abraham Lincoln and Sam Houston. The Garrard Discovery Books are a little longer, but still easy and include such colorful women as Annie Oakley, Florence Nightingale, and Eleanor Roosevelt, and important men like the Wright brothers and Frederick Douglas.

Retarded boys are not exceptional when it comes to an interest in racing cars and motorcycles. They ask for books on these subjects more often than almost anything else. Edward Radlauer has contributed a number of books in the field which some of the boys can manage and like. They include *On the Drag Strip, Karting Challenge, Scramble Cycle, and Mini-bike Challenge*. They are well illustrated with color photographs and are fairly easy books of information in the story form. A little similar and quite simple is *Drag Racing* by Julie Morgan.

Fiction on the same subjects is available in the Checkered Flag series by Field Enterprises Educational Publications. Although the stories are mostly acceptable, the textbook format is against them. The covers are not inviting and don't indicate the content of the individual titles. The stories cover both auto and motorcycle racing, yet all have the same checkerboard cover. The best of the series are probably *Scramble, Smashup*, and *The Riddler*—the latter having a slight mystery.

Fiction, generally, is more of a problem than non-fiction for the older retarded reader. Some of the less mature readers will read the easy Coatsworth titles and books by Clyde Bulla, Patricia Lauber, Miriam Mason, Margaret Johnson and Matthew Christopher. In fact, we served one homebound retarded girl in her late teens who likes frontier stories, and was quite happy with Coatsworth's *Sod House* and *Dancing Tom,* Mason's *Caroline and Her Kettle Named Maud* and Dagliesh's *Courage of Sarah Noble*. For the mystery fans we have successfully used Frederic Martin's *Mystery under the Fugitive House* and *Mystery at Monkey Run,* Mary Adrian's *Fire House Mystery* and *Skin Diving Mystery*. Rambeau's Morgan Bay mysteries, Bulla's *Ghost on Windy Hill* and Warner's *Snowbound Mystery*. But for those who

want modern teen-age stories, there is a dearth of material available, for even the Doubleday Signal books are too difficult for them. We hope that in time publishers will respond to the need.

Last September we made available a revision of our 1969 list of books for retarded children. The booklet contains four separate lists, three for the different age groups of educable mentally retarded children, and one list for trainable retarded. The booklet is available (for 30 cents) from the Exceptional Children's Division of the Public Library of Cincinnati and Hamilton County.

Many of the books listed are also suitable for deaf children and those with learning disabilities since they are educationally retarded, and need easy materials. We urge those of you who have the opportunity to serve any of these special children to do so with the knowledge that it is definitely worthwhile.

It is through reaching out
that a child grows and
finds out who he is.
For some children this is
exceptionally difficult.
In what ways can the
library help such children
to reach out?

■

Hilda Limper

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"Trips to the library have given the children the opportunity to get more experience in understanding stories. The experience of having one person read to them and another interpret for them has been a help in conditioning them early to something that they must use all of their lives. For most of these children, the printed word will always be their primary method of communication."

The library and the deaf child

By Joanne C. Jensen

For the past four years the Lansing Public Library has presented a story hour for children with hearing disabilities. The idea for a story hour resulted from a conversation with one of our patrons. Charlotte Abell, a teacher of deaf children, asked if I would give her any old magazines that we might be discarding. She stated that she needed to make her own reading primers because at that time none had been written with this type of child in mind.

During one of our conversations, she suggested that a field trip to the library might be of value to the children. The first trip was so successful that the following year a monthly trip to the library was inaugurated.

Before the first trip to the library, she attempted to explain to the children where they were going. There is no sign for Library so she told them that they were going to "A House of Many Books." Most of the children had never been to the library. Parents of children with handicaps are often reluctant to expose their child to a possibly hurtful situation.

The average class size of deaf children is usually limited to eight or nine. This is equivalent to teaching a class of forty children with adequate hearing. It must be emphasized that these children are of average or above average intelligence and are as quick and eager to learn as any group of seven to eleven year olds. The children, who attend our story hour, were all born with hearing defects with one exception. The mothers of the children contracted rubella in the first trimester of pregnancy.

The child that cannot hear cannot learn to speak. He cannot say if he is hungry or where it hurts. His frustration is almost unbearable. Ideally the deaf child begins school when he is two and a half. Most of the children attending story hour have already had four years of school. It is a formidable task to teach these children to read. Teaching concepts requires infinite patience on the part of the teacher. The teacher can show the child a picture of a cat and then teach him the letters that form the word cat, but if an abstract word is taught the teacher must be doubly sure that the word is understood in its various usages. For example: the word *something* is one of the first compound words the child discovers in reading. Great care must be taken that the child does not get a distorted idea of the meaning of the word *something*. How would you explain *something*? Think a moment. It is very difficult isn't it?

Our story hour usually begins with "News Time." The children each have a chance to tell me if they have had a birthday or about a new baby sister or brother or a pet. We admire each other's clothes and jewelry. I tell them about my children and cats. I then read three stories while their teacher does the signs. Many of the children read lips, many sign and some do both. It is very difficult to hold a book and sign at the same time since most signs require two hands. The deaf child cannot explore the world of fantasy. He is still struggling with the literal world. That is why I usually select books that develop a concept or reinforce a theme. These books stimulate conversation, communication if

you will, between the reader who does not sign and the child who does not hear.

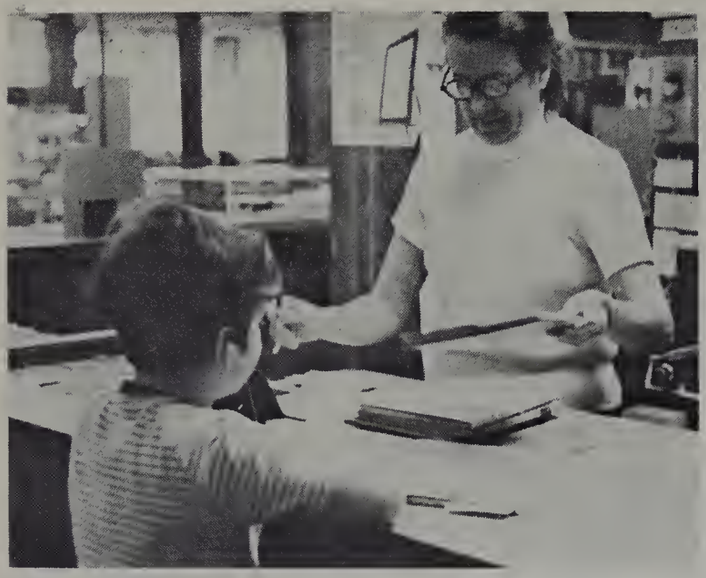
Since our program began I have had letters from other librarians interested in starting such a program. Some programs have already begun. I believe there is a greater need for story hours for deaf children than for those with normal hearing. I urge librarians everywhere to investigate the possibility of establishing such a story hour in their own community. I would like to emphasize two things: 1) the primary purpose of the story hour is to give the children experience in communicating with someone who does not sign; and 2) that it is not your function to teach the child to read. Do not include films in your program. These are provided by the school. One librarian told me very proudly that she had selected films that were all done in pantomime and without sound! Films defeat the purpose of this type of story hour.

This year we have four classes of deaf children attending our story hour. The response has been very rewarding. The children are accompanied by four teachers. They now have an open classroom situation and Mrs. Abell, as senior teacher, teaches reading and supervises the novice teachers. The teachers now take turns in doing the signs for the stories. One of the stories that was received with delight was the story of *Pudding & Pie*. This is a story about two puppies left at home while their owner goes shopping. They open cupboards, jump on beds, spill milk and generally create havoc. The children were fascinated by the antics of these bad puppies. I suppose they enjoyed seeing someone being naughty and getting away with it.

The children also responded to books such as *Just One More Block*. The boy in the story builds a castle and it falls down. He falls down and asks himself, "Shall I scream, shall I cry, shall I run and ask my mother to build it for me again?" A discussion invariably follows the question "What would you do?" Another favorite is the book entitled *Mothers Can Do Anything*. Many of the children's mothers do work and it amuses them to think of *their* mother being a lion tamer.

At the close of the last school year, members of the library staff were invited to attend a circus at school. It was quite an experience. The children performed as lions, acrobats and clowns. The parents of the children attended the circus along with small brothers and sisters. It was interesting to see very young children on their mothers' laps, using signs.

The children in our program remain with the same teacher for two years and it is fascinating to watch their progress. One child, whom we might call Jennifer, was unusually serious. She rarely smiled and did not respond to any of the stories. After one of the second year sessions, the teacher and I were astonished to see her sit in the story tellers chair, pick up a book and pretend that she was the librarian. We all sat on the floor while she read the entire book to us. We applauded wildly when she finished.



After story time, the children browse and select five books which they may take back to their classroom. The library has become an important part of the children's routine. The children ask their parents to take them to their own local libraries. Now most of the children have library cards of their own.

The trips to the library have given the children the opportunity to get more experience in understanding stories. The experience of having one person read to them and another interpret for them has been a help in conditioning them early to something that they must use all of their lives. For most of these children, the printed word will always be their primary method of communication.

Since the energy crisis the children's field trips to the library have been curtailed. This seemed a tragedy at first, but now the library goes to the children. I fill my car with books and take them to the classroom. This new arrangement will require just as much experimentation, trial and error as the previous program. Working with four teachers instead of one will require much discussion and exchange of ideas. This, of course, is imperative if a program is to evolve and flourish. Children are always flexible and it is a challenge to the teacher and librarian to match this flexibility within themselves. The children will be back in the library, but until the energy crisis subsides we will utilize what we have at hand. I believe that there is still a bicycle in the garage and if one day I am unable to buy gasoline, well, it is only five or six miles to the school.

I know the children enjoy these times we spend together because last Christmas I received a handmade plaque. It had a picture drawn of someone with very read hair and very, very, long, thin legs. On the plaque carefully printed were the words—*"Mrs. Jensen works in a library. She talks to us. She reads stories to us. She is Our Friend."* ■

Bibliotherapy

It is generally accepted among librarians that books have the potential to influence the reader's attitudes and behavior. Throughout history the written word has acquired an increasing significance as man has recorded at least something about every aspect of his existence. All of recordable experience is available through books and a favorite or helpful book, unlike a passing conversation, can be referred to again and again.

This belief in the power of books led to a vast amount of writing and speculation about bibliotherapy long before the term was used. Bibliotherapy in its broadest sense is practiced every day by most librarians for one of the guiding principles of librarianship is the right book for the right person at the right time. It can be a book on child birth for a frightened expectant mother, a fantasy story for a child confined to bed with a broken leg or a pamphlet on army job training for a high school "drop out." But this is only a casual application of bibliotherapy. The term implies much more. *Webster's Third New International Dictionary* defines bibliotherapy as: "the use of selected reading material as therapeutic adjuvants in medicine or psychology; also guidance in solution of personal problems through reading."[1] The October, 1962 issue of *Library Trends*

and the treatment of emotional disturbances

By Karen Tiller

presents this composite definition of bibliotherapy based on a questionnaire sent to doctors, psychologists and librarians:

Bibliotherapy is a program of selected activity involving reading materials, planned, conducted and controlled as treatment under the guidance of the physician for emotional and other problems. It must be administered by a skilled professionally trained librarian within the prescribed purpose and goals. The important and dynamic factors are the relationships which are established, the patient's reactions and responses, and the reporting back to the physician for interpretation, evaluation, and directions for follow-up[2]

Louis Rongione in his article on the nature of bibliotherapy describes its purpose as: assisting a "person to compare his problems with those of others so that his feelings of isolation may be dispelled and his fear of being different allayed . . . [and] to provide therapeutically planned experiences which will encourage a person to face his situation."[3]

It seems that the definitions and descriptions of bibliotherapy are searching for the development of an exact scientific procedure. Unfortunately most of the literature pertinent to bibliotherapy is theoretical and antidotal. Even the Veterans Administration Hospitals, where bibliotherpy programs have been in operation for fifty years, have done little testing of the effectiveness of bibliotherapy. Without research bibliotherapy cannot be given serious consideration by the scientific community.

Research must begin somewhere and Dr. Edwin Alston in his article "Bibliotherapy and Psychotherapy" expressed the idea that bibliotherapy is most useful in therapy oriented toward support, re-education and modification of behavior, which should make it very useful for treatment of emotional disturbances in a clinical psychology setting.[4]

Emotional disturbance is defined, for our purposes here, as the range of emotional problems, excluding any form of psychosis, which could be treated on an out patient basis by a psychology clinic.

Perhaps the following bibliography will assist you in your study of this topic.

Footnotes

[1] *Webster's Third New International Dictionary,* 1967.

[2] Ruth M. Tews. "Introduction," *Library Trends,* XI, No. 2 (October, 1962), 99.

[3] Louis Rongione. "Bibliotherapy: Its Nature and Uses", *Catholic Library World,* XLIII (May, 1972), 496.

[4] Edwin Alston, M.D. "Bibliotherapy and Psychotherapy", *Library Trends,* XI, No. 2 (October, 1962), 174.

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ALSTON, Edwin F. M.D. "Bibliotherapy and Psychotherapy." *Library Trends,* XI no. 2 (October, 1962), 159-176.

This article reviews the rationale for thinking of bibliotherapy in connection with the treatment of the mentally ill. It also enumerates potential uses and values of bibliotherapy on psychotherapy.

ASSOCIATION of Hospital and Institution Libraries. Report of the Committee on Bibliotherapy. Mildred T. Moody, Chairman. *Bibliotherapy Methods and Materials.* Chicago, Ill., American Library Association, 1971.

This is a two part study. Part One examines the broad aspects of the subject as it relates to the problems of disturbed adults and presents a foundation for developing a therapeutic program. Suggested methods and materials are included. Part Two deals with the use of bibliotherapy with children. Explicit problem areas are given with specific titles for counseling children with these maladjustments.

ASSOCIATION of Hospital and Institution Libraries Quarterly. IV no. 4 (Summer, 1964).

This entire issue is devoted to the proceedings of the ALA Bibliotherapy Workshop of June, 1964. The twelve position papers presented at the workshop and the highlights of the discussion sessions are given. Included in the position papers are

representatives from the fields of psychiatry, social work, nursing, occupational therapy and psychology and library science. The proceedings point up the lack of research in the field of bibliotherapy.

BALL, Ralph M. D. "Prescription: Books." *ALA Bulletin,* XLVII (March, 1954), 145-7

Doctor Ball discusses in this article his use of bibliotherapy to improve the mental state and to calm his patients while they recover from physical illnesses.

BEATTY, William. "A Historical Review of Bibliotherapy." *Library Trends,* XI no. 2 (October, 1962), 106-117.

A history of the uses of bibliotherapy concentrating on the twentieth century. Major works, developments and theories are cited.

BROWER, Daniel. "Bibliotherapy." *Progress in Clinical Psychology II.* New York: Grune and Stratten, 1956.

This brief chapter on bibliotherapy presents it as effective only if the unhealthy mechanisms are at least penetratable by the outside world. Indications and contraindications for bibliotherapy are listed.

BURKET, Rose. "When Books are Therapy." *Wilson Library Bulletin,* XXIX (February, 1955) 450-2.

Miss Burket's theory of bibliotherapy is based on the idea that the librarian's role in dealing with the sick is to start them planning for something they can do when recovered. This attitude speeds recovery. Antidotal examples illustrate the article.

CARNER, Charles. "Reaching Troubled Minds Through Reading." *Today's Health,* ILIV (December, 1966), 32-33+.

This is a series of antidotes illustrating the effective use of bibliotherapy. The role of the librarian as therapist is stressed.

DARLING, Richard. "Mental Hygiene and Books, Bibliotherapy as Used With Children and Adolescents." *Wilson Library Bulletin,* XXXII (December, 1957), 293-6.

Article elaborates the idea that bibliotherapy is effective because the reader identifies with the character and can gain a cathartic effect from reading about situations like his own. Bibliotherapy as preventive medicine, especially with group therapy, is discussed.

ELY, Virginia, "The Right Book for the Right Patient." *Wilson Library Bulletin,* XXIX (February, 1955), 453-460.

The role of the library in a mental hospital is discussed with suggestions for implementation of a dynamic library program. The effectiveness of a library program in a mental hospital is illustrated through success stories from the author's experience.

GILSON, Preston and Al-Salman, Janie. "Bibliotherapy in Oklahoma." *Oklahoma Librarian,* XXII (July 1972), 12-13+.

A description of the two bibliotherapy programs operating in Oklahoma. One is primarily an activity program and deals with older, long term mental patients, many of whom are retarded. The other program concerns bibliotherapy as it is incorporated into the regular course of therapy at the Veteran's Hospital. Specific examples and therapy programs are given.

GOTTSCHALK, Louis. "Bibliotherapy As An Adjuvant In Psychotherapy." *American Journal of Psycharity,* CIV (August, 1948), 632-637.

The value of bibliotherapy as an aid to other forms of therapy is discussed. Case studies illustrate the role played by this technique. There is an extensive bibliography of materials pertaining to specific problems included.

HANNAH, Ruby, "Library Programs." *Library Journal,* LXXX (May, 15, 1955), 1171-3.

This article describes the bibliotherapy programs of Portsmouth VA Hospital which include round table discussion groups, play reading and reading to comatose patients. Antidotal evidence of the program's success is presented but no scientific data.

HANNIGAN, Margaret. "An Experience in Group Bibliotherapy." *ALA Bulletin,* XLVIII (March, 1954), 148-150.

In 1951 the VA Hospital in Northport, New York, started a bibliotherapy program in which the psychiatrist and librarian worked in close cooperation to recommend reading material for groups of patients to read and discuss. This is an informal report of the program's success. Illustrations of the type of reading material used are included.

JACKSON, Evalenc. "Bibliotherapy and Reading Guidance, A Tentative Approach to Theory." *Library Trends,* XI no. 2 (October, 1962), 118-126.

This article is based on the premise of the librarian as an educator trying to educate with books and therefore no librarian can ignore the therapeutic value of books. Urges all librarians to become students of personality theory in order to adequately perform their duties.

JUNIER, Artemisia. "Bibliotherapy; Projects and Studies With the Mentally Ill Patient." *Library Trends,* XI no. 2 (October, 1962), 136-146.

A survey of bibliotherapy literature emphasizing its uses with the mentally ill. Current practices, trends, studies and needs are indicated. The lack of scientific study is stressed.

KINNEY, Margaret. "Bibliotherapy Program: The Requirements for Training." *Library Trends,* XI no. 2 (October, 1962), 127-135.

This article stresses the interdisciplinary approach to training a bibliotherapist. The attributes and educational requirements needed are listed along with possible types of bibliotherapy programs.

LAZARSFELD, Sofie, "The Use of Fiction in Psychotherapy." *American Journal of Psychotherapy,* III (October, 1949), 26-33.

Explores the uses of fiction as a clue to a patient's personality and problems as he sees them. Gives methods and specific material.

LEEDY, Jack J. M.D., ed. *Poetry Therapy; The Use Of Poetry In The Treatment of Emotional Disorders.* Philadelphia; Lippencott, 1969.

This book traces the development of the poetry therapy movement, proposes a national association of poetry therapists and offers curriculum for rtaining such therapists.

LEJEUNE, Archie. "Bibliocounseling as a Guidance Technique." *Catholic Library World,* XLI (November, 1969), 156-164.

Discussion of bibliotherapy as an effective counseling technique. Suggestions of specific books are given and the importance of librarians and counselors working together is stressed.

MARY AGNES, Sister. "Bibliotherapy For Socially Maladjusted Children." *Catholic Educational Reviews,* XLIV (February, 1946), 8-15.

Report of a reading therapy program administered to disturbed children in addition to other therapy. The details of the results of the program with five children are given and in all slight but definite progress is demonstrated.

MAYDEN, Priscilla M. "What Shall the Psychiatric Patient Read?" *American Journal of Nursing,* LII (March, 1952), 192-193.

Brief article discussing the types of reading material useful for the mentally ill, fiction as a bridge to health and the problem of censorship.

MERENESS, Dorothy. "Bibliotherapy: Its Use In Nursing Therapy." *Library Trends,* XI no. 2 (October, 1962), 199-206.

Gives the types of emotional therapy a nurse conducts, whether in specialized programs or everyday contact with patients and some instances where they could employ bibliotherapy.

MOODY, Mildred. "Bibliotherapy —Modern Concepts in General Hospitals and Other Institutions." *Library Trends,* XI no. 2 (October, 1962), 147-158.

Focuses upon using diverse methods of treatment in order to treat the whole patient. In this context the librarian is seen as a member of the treatment team. Suggestions for different uses of bibliotherapy are given.

OATHOUT, Melvin. "Books and Mental Patients." *Library Journal,* LXXIX (March, 1954), 405-410.

Points out the lack of research in bibliotherapy and attempts to formulate a methodology which would lead toward a more scientific orientation.

PEARSON, John. "Bibliotherapy and the Clinical Psychologist." *Library Trends,* IX no. 2 (October, 1962), 177-183.

Enumeration of ways the methods and findings of the clinical psychologist can be used by the librarian or bibliotherapist.

PORTERFIELD, Austin. *Mirror For Adjustment: Therapy In Home, School and Society Through Seeing Yourself and Others In Books.* Fort Worth, Texas: Leo Potishman Foundation, 1967.

POWELL, John Walker. "Group Reading In Mental Hospitals." *Psychiatry,* XIII (September, 1950), 213-226.

The benefits of group reading are presented in this informal report of the author's year long experience conducting reading-discussion groups in a mental hospital.

RONGIONE, Louis A. "Bibliotherapy: Its Nature And Uses." *Catholic Library World,* XLIII (May, 1972), 495-500.

The article begins with a brief historical sketch of bibliotherapy. The objectives and skills of the bibliotherapist are given along with applications, adverse effects and limitations of bibliotherapy.

UNDERWOOD, Mary Beth. "Experiment In Group Reading." *Library Journal,* LXXX (May 15, 1955), 1171-3.

Brief article on the development of bibliotherapy programs at the Northport, New York, VA Hospital.

The Reverend Andrew L. Bouwhuis Scholarship in Library Science, 1974

Awarded to: Susan Marie Goodrich

Mt. Pleasant, Michigan

Miss Susan M. Goodrich will attend the Graduate School of Library Science at the University of Michigan in Ann Arbor.

Runner-up: Kathleen Anne Biddick
New Hyde Park, New York

Prison libraries: an overview

"I was ill and you comforted me, in prison and you came to me. Then the just will ask him: 'Lord . . . when did we visit you . . . when you were ill or in prison?' The King will answer them: 'I assure you, as often as you did it for one of my least brothers, you did it for me.'" (Matt. 25:36ff)

THE CHRISTIAN OBLIGATION

With these words the Bishops of the United States began their formal statement, *The Reform of Correctional Institutions in the 1970's,* when they met in Washington last November. The main message in that statement is that the prisoner's dignity is to be respected. The prisoner is "a child of God redeemed by Jesus Christ." Because he is seen in this light, he should be incarcerated mainly for purposes of rehabilitation. The document ends with a reminder that Christ was a prisoner and with a plea that we "provide a humble human presence—touched with the sacred—for those accused and those convicted."

How can members of the Catholic Library Association provide this presence? Most of us can do it as librarians. Few correctional facilities have adequate budgets for library materials, much less for staff. We can volunteer our services or agree to accept a mere stipend. Certainly any group of people whose aim is to get the right material to the right person at the right time can appreciate the necessity of library service to the imprisoned.

THE PRISONER'S NEED FOR LIBRARIES

Furthermore, many prisoners are bored, lonesome, or bitter; they need materials for recreation, for "escape," for education, for rehabilitation. Where there are adequate libraries in correctional facilities, the circulation rate is exceedingly high. To check out a book is something to do, a chance to see a different face, an opportunity for some kind of dialogue. Even if the book is never read, the process of borrowing and returning it has a positive value. If it is read, it speaks to one of the major problems of prisoners: it passes time. That is not to say that other values are lost; it is to emphasize one need of a particular type of library patron.

When the correctional facility library has an up-to-date law collection (as all should), the inmate is enabled to prepare his own torts. Most prisons have some "jail house lawyers" who prepare document after document. Sometimes, they achieve their primary goal, release; almost always they achieve the secondary one; wise use of the "time" they are serving.

PRISON LIBRARY BUDGETS AND PERSONNEL

There are different kinds of prisons: federal and state for those who are convicted and sentenced, county for those who are awaiting trial and for those who are serving short sentences. There are different kinds of prison libraries. Generally speaking, federal institutions have the best libraries. Library facilities in state penal institutions range from excellent to nominal; those in county institutions seem to be the weakest.

Budgets for library service range from adequate to practically non-existent. Federal programs such as LSCA, which were the mainstay of many state prison libraries, have been eliminated, leaving no funds for maintaining collections that had every indication of achieving excellence.

Letters replying to a librarian's request for employment during the summer of 1973 included such remarks as the following:

". . . there will be no more funds other than the $200.00 allotted the prision by the state for maintenance of the library. I am deeply concerned because I'm out of an interesting and rewarding job in June and there will be no money to keep the library updated with current publications."

"The State of _____, as others, are [sic] still pursuing a strenuous austerity program and no letup is in sight."

"None of the State residential institutions allocates funds for library materials, and only two employ a librarian. With the loss of Federal funds . . . all institutional library orders will be discontinued."

On the other hand, some directors of state institutional libraries were able to make strong positive statements:

"We vary in population from 260 to 275. We do have a library involving print and non-print media with an 8,000 volume count."

"Each prison unit has its own library. . . . The system has close to 100,000 volumes in its total collection."

When it comes to staffing the prison library, there is as much range as there is in materials budgeting. Some institutions have full time professional librarians with inmate help. Others have library services provided by counselors, chaplains, clerks, and, in one place, by a man who has a Ph.D. in psychology. The less fortunate correctional facilities must depend upon the custodial staff; the least fortunate, upon the inmates themselves for library work.

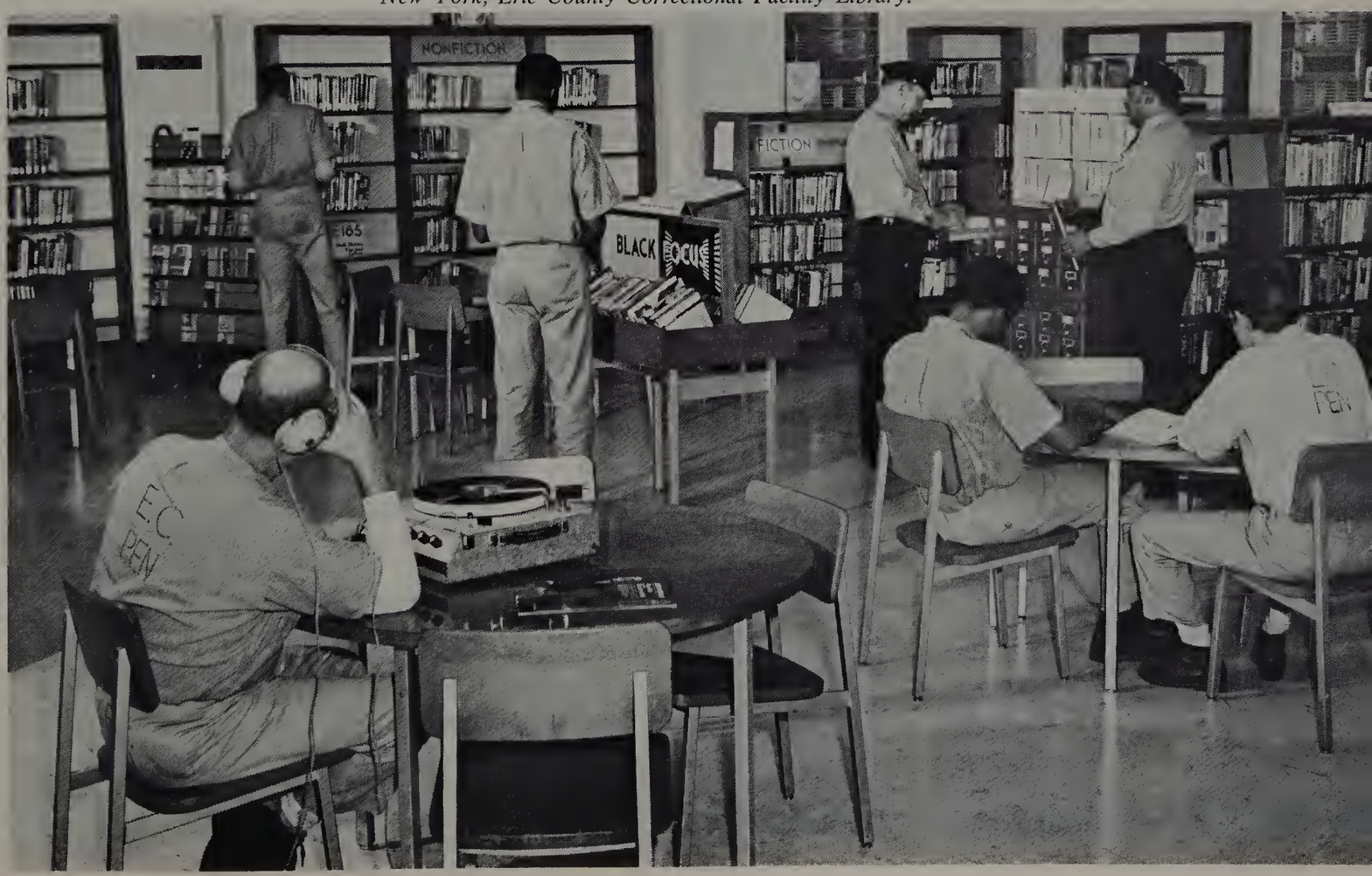
It is only realistic to acknowledge that budgeting and staffing are not the only problems faced in prison libraries. On occasion, riots have broken out in the library. On other occasions, the inmates protected the library from riot damage. The Institutional Library Consultant of one state wrote:

". . . for the past few months the prison has been having difficulties and at present I am not allowed in. I have just heard that the inmate-librarian, who had been confined to his cell because of a general lock-up, has now been allowed to work again, but has been re-assigned to help out in the kitchen. The library is closed and probably will remain so for another month."

However, if we remember that "confined offenders are not our 'enemics,' [that] they are fellow human beings, most of whom will one day move freely in our midst, either better or worse for their prison experience" (*The Reform of Correctional Institutions in the 1970's* p. 11), we will be willing to take whatever risks are necessary to provide improved library sciences.

The reassignment of the librarian-inmate to the kitchen points up one of the major problems of depending upon inmates for staffing the library: the high rate of turnover. First, there is training to be done and then there is a great deal of supervision required. It is nearly impossible for someone to travel from the state capital to each correctional institution often enough to be effective in training and supervising librarians. This is another reason that we should offer our professional expertise to the prison authorities for the benefit of the prison population.

New York, Erie County Correctional Facility Library.



SOME PRISON LIBRARY PROGRAMS

The following examples of different types of library service to prisoners offer much that can be copied, adapted, and improved upon by other facilities according to their means.

At the Niagara County Jail in Lockport, New York, there is a small collection of hardbound and paperback books that came from such sources as County funds, monetary donations from local service organizations, and book donations from inmates and their families. The selection is made by a committee formed from members of the "God Squad" (a group of local clergy who provide counselling every single night), the Sheriff's staff, the inmates, the Lockport Public Library, and the Nioga Library System. A list of the collection is circulated among the inmates who write request slips for the single book they may withdraw. Each week a clerk in the office puts the books requested on a book cart and it is taken to the cell blocks. At the same time, last week's book is collected. The group is especially proud of its paperback law library and its collection of high interest, low level reading.

A book cart features also in the program sponsored by the Buffalo and Erie County Public Library System in the Erie County Jail in Buffalo and in the Erie County Penitentiary in Alden, New York. Here the cart is loaded by librarians from Buffalo and Erie County Public Library with material that is most popular, interesting, and attractive to the inmates. The librarians push the cart to the cells and allow the inmates to choose from the "live" books and to make returns. This method brings the professional librarian to the library patron and provides immediate feedback to the librarian. Other public libraries provide similar service to prisoners. The District of Columbia Public Library even offers film and book discussion programs.

At the Middlesex County House of Correction in Billerica, Massachusetts, the library was begun with thousands of paperbacks donated by the Murray Printing Company, $200.00 from the Inmates Canteen Fund, and donations of used books. Volunteers sorted the donations and recommended that only cash donations be accepted in future. At the present, most of the cataloging is still done by volunteers from Winchester and a professional librarian goes once a week to help the inmates with technical problems. In addition, the Simmons College of Library Science sends graduate students to instruct the inmates. The local collection is supplemented by the Eastern Regional Library Association Bookmobile; the Bureau of Library Extension, State Department of Education; and inter-library loans from the Boston University Law School Library.

At Billerica, the library is open to the inmates from one to four p.m. and from six to eight p.m. every day of the week. Four inmate-librarians take care of reader and technical services. The success of this program is due to the extensive use of community volunteers, public relations, and inter-institutional cooperation.

Another prison library that allows inmates to come to it is in the Western Correctional Center at Morganton, North Carolina. LSCA funds provided for the beautiful furnishings and excellent collection. State funds provide for periodicals and supplies. There is a full time library clerk who supervises the inmate-librarians who man the circulation desk, take a book cart weekly to the maximum security floors (where residents cannot come to the library), type, file, and process. Selection and cataloging are done in Raleigh and then the books and information are brought or mailed to Western Correctional Center. The collection is entirely recreational. It includes records of soul, rock, and country and western music which can be played on the library console anl plugged into headphones. Many of the books are the large picture books of the coffee-table variety which are intended especially for the less literate inmates. A special feature of this library is that it is open to the staff: administrative, educational, and custodial. To a small degree, the selection reflects this policy. For instance, there are gothic novels provided especially for the women on the staff.

The young men are limited to three books at any one time, but may come to the library as often as the privileges for their floor allow (the lower the floor, the more often they may come). Some residents read as many as ten books a week. Circulation figures do not necessarily reflect this because there is a good deal of trading and passing along without having recourse each time to the circulation desk.

The selection policy of these four disparate institutions ranges from a single statement that "the library will have nothing that is detrimental to the State or harmful to the inmates," to a carefully spelled out prohibition against such things as pornography, works on firearms or material arts, works advocating overthrow of the government, works dangerous to the physical health of the population, etc. One of these institutions has particular writers on a "black list," but the writers may be represented in anthologies. (This regulation is comparable to the regulation in another of the four institutions that prohibits the use of a fork or knife at meal time but allows the use of embroidery scissors at sewing time.)

Consider the apostolate of the prison library. Does it not seem to be a positive action as recommended in the Bishops' Statement:

"Religious orders [and associations], because of their dedication and knowledge in various disciplines, can bring special assistance to administrative and custodial officials, as well as to the residents in our correctional system." ■

"This mail-order service to prisons is inexpensive to operate and has possibilities in outreach programs only limited by one's imagination and opportunity. Another "Attica" might be prevented if we get more books and men together."

Prison libraries: focus

Books by mail to Attica

by Irene Wray Swanton

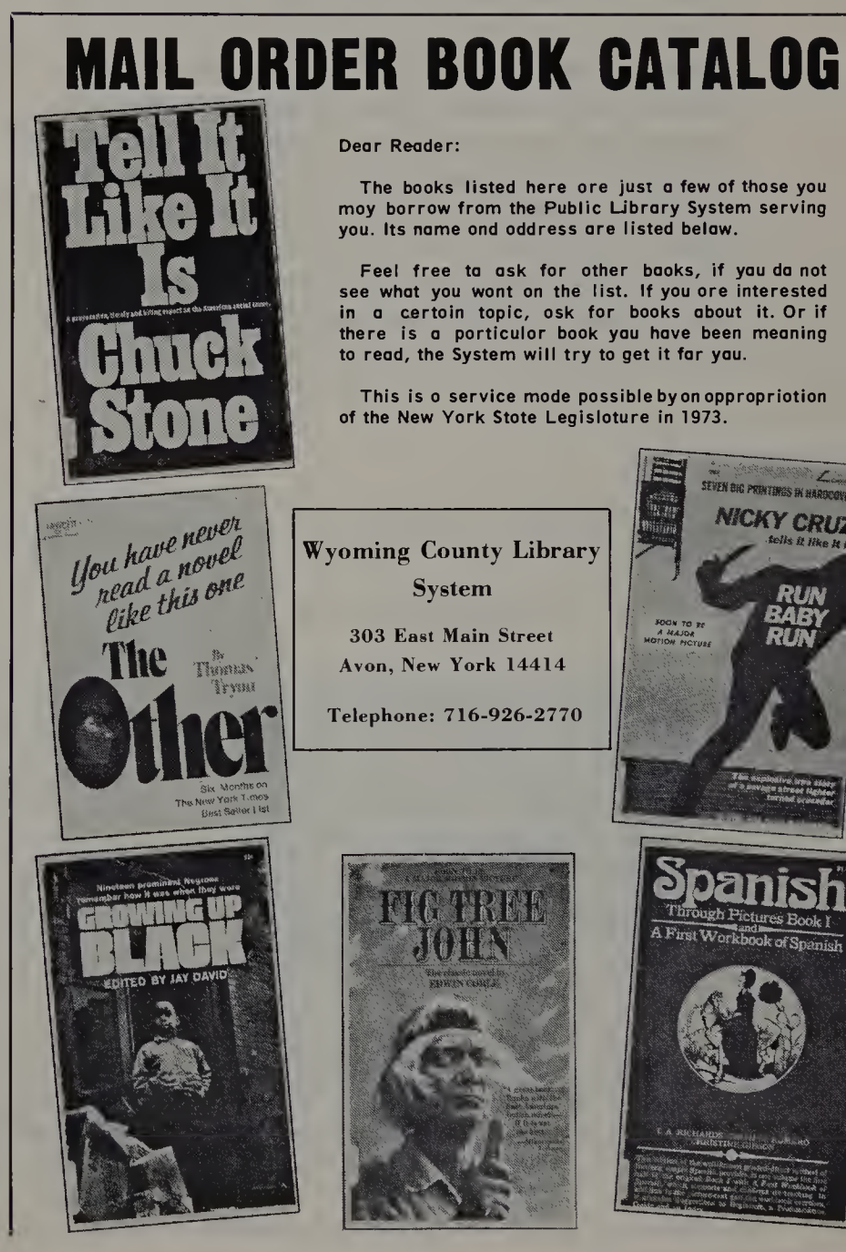
Books-by-mail project

Shortly after the Attica Prison Riot in 1971, we started a service of Books-by-Mail to the inmates of Attica Correctional Facility. Attica is in our service area of Wyoming County, a small rural county in western New York State.

A year earlier we had developed a mail-order book service to the rural areas of Wyoming County, financed by a small grant from the Library Services and Construction Act. The project was a one-year pilot study for providing book service to rural mail box holders who are disadvantaged in that they are prevented by distance, infirmity or lack of transportation from obtaining reading materials from public libraries. A sixty-page catalog containing 1200 book titles was put together. Each book title was annotated and each page contained illustrations from the book covers. The mailing system was worked out with postal authorities, making use of the inexpensive library rate. The books ordered by patrons were packed in a reusable bag which contained addressed return label, another order card and stamps for returning the package. The catalog and service are free; the patron has no need to leave his home.

The possibilities of extending this service to the prison were at once apparent as the project was certainly adaptable to prison use. But first we had to obtain official sanction from the prison authorities and the Wyoming County Library System Board of Trustees.

At the October meeting of the Board of Trustees, we discussed extending our mail-order service to the prison. This was not an easy decision for the Trustees to make as many of them had personal friends among the families of the guards who had been killed or injured in the riot just a month before. The Chairman of our Board,


MAIL ORDER BOOK CATALOG
Tell It Like It Is
Chuck Stone
Dear Reader:
The books listed here ore just a few of those you moy borrow from the Public Library System serving you. Its name ond oddress are listed belaw.
Feel free ta ask for other baoks, if yau da not see what you wont on the list. If you ore interested in a certoin topic, osk for books about it. Or if there is a porticulor book yau have been meaning to read, the System will try to get it far yau.
This is o service mode possible by on oppropriotion of the New York Stote Legisloture in 1973.
You have never read a novel like this one
The Other
Thomas Tryon
Six Months on The New York Times Best Seller List
Wyoming County Library System
303 East Main Street
Avon, New York 14414
Telephone: 716-926-2770
NICKY CRUZ
RUN BABY RUN
GROWING UP BLACK
EDITED BY JAY DAVID
FIG TREE JOHN
Spanish
Through Pictures Book I
and
A First Workbook of Spanish

Dr. Warren Hanson, surgeon at Warsaw Community Hospital, had volunteered his services the first day of the uprising. He attended to the needs of both hostages and prisoners during the two days he was there. At one point, there was fear that he would not be released.

Project Expansion

The consensus of the board was that our mail-order catalog should be submitted to the official book committee of the New York State correctional facilities and that permission should be obtained from the authorities for use of our catalog at Attica. On November 11th we received official notice from Commmissioner of Correctional Services, Russell G. Oswald, that neither the central office nor the Attica Correctional Facility had any objections to our honoring requests for library materials from the inmates.

Our program got underway in November to a few inmates who had requested service shortly after the prison library had been burned in September. The news of the service was slowly spread through word of mouth by the inmates. For some reason, no one connected with the administration posted any notice or announced our Books-By-Mail project. Because the prisoners' movement within the prison itself were limited since the disturbance, the news did not get from cell block to cell block for some time. One inmate wrote:

"You can multiply by at least 8 the number of us that read each book. We who get the books pass them around to whatever number of men can read them before the return date, and the extremely popular books are read night and day."

We allowed four weeks' circulation for each book sent out. Prepaid order cards and stamps for return of the book package were enclosed. Prisoners are not permitted to receive stamps—they are considered contraband—so the stamps were credited to the prisoner's account in the package room where the mail is inspected. Overdues were about 6%. This is not excessive when you consider what could happen to a book, not only in the package room before the inmate receives it, but also in the passing around among friends and the final collecting for remailing. As most of the books sent from our collection are paperbacks, the monetary loss is not excessive.

During the first full year of operation, we sent in 2383 books to 262 inmates. Most of the books ordered were not too different from the requests of any male reader. In fiction, Robbins and Yerby have been the favorite authors. In non-fiction, books on the occult vie in popularity with how to do it craft books, and titles of psychological interest. Many requests are for collections of poetry. They have also discovered Kahlil Gilbran and want to read everything he has written.

Library Service at Attica Today

There are about 1200 prisoners at Attica, and that number is almost equally divided between white and black. Only eighty-seven of the men are in on murder charges, the rest for various other charges: larceny, arson forgery, etc. The average sentence is seven years,

Inmates' Response to the Project

At Christmas time and Easter, we receive greeting cards from many inmates. I sent one in return to our first borrower, Mr. B., to share with his friends and to thank all of them for their notes of appreciation.

In return Mr. B wrote me this letter:

I wish there were space in this article to include some of the letters we receive from the inmates. Almost everyone of them has written a letter of appreciation. Some brief excerpts may suffice to give an idea of the general feeling of the letters:

"I passed your letter around to several of your books-by-mail readers here and one of the fellows, who happens to be on his 18th year of a natural life sentence pretty well expressed the sentiment of all of us here when he said, "Gosh, isn't there some wonderful people in the outside world, this is the kind of letter that restores my faith in humanity."

"A book means a great deal to the man in here. Perhaps even more than you can know."

"—As a person in my position, this service is invaluable."

"I am sure you have no idea how much you have helped make the days and nights a little more pleasant and shorter for me and others here."

and the average stay twenty-seven months. In education, the general overage is tenth grade level. Fifty percent are not high school graduates. There is a scattering of college educated inmates.

Because of the fairly rapid turnover of prisoners, we are always getting new borrowers and others move on, either to another prison or home. In the second year of our program to Attica, our circulation was 1303, down from the 2250 of the first year. This was because of two developments at the Attica Correctional Facility. In 1972 a sizable grant was made available to Attica under the Library Services and Construction Act to support a project providing paperback books for the reading interest of the prison inmates. Four cell block libraries were developed and several inmates were trained in library duties. The other development was the establishment of a permanent library in the Educational Building and the appointment of a professional librarian, Mr. Richard Irving.

Our service has now become supplemental to what can be supplied through their institutional library. They still enjoy sending for material from our catalogs because it satisfies some rather basic needs of people in institutions. First, there is the fun of getting the catalog and browsing through it at leisure. Second, there is the feeling that there is someone to communicate with on the outside. Third, receiving books by mail is something to look forward to when every day seems like a week. Mr. Irving realizes this and as all the orders come through him now, he can remove any that he can supply from the prison library.

We are doing a great deal more in providing books by inter-library loan than we did when we first started. Those that we don't have in our regular holdings, we request through our Central Library, Rochester Public Library. If the request cannot be filled there, it is sent on to the State Library. All inter-library loan requests are now initiated through Mr. Irving who not only approves the request but also takes steps to insure its return by the borrower. The cost of the inter-library loan is carried by Wyoming County Library System. Examples of materials borrowed on inter-library plan are books on prospecting and mining, pattern pictures of various kinds for crafts, American Indian prose and poetry, solid state systems, etc.

During the last year 30,000 copies of a twelve page catalog which we had made expressly for the inmates of Attica, were ordered by the Division of Library Development, State Education Department, in Albany. They were distributed to other Correctional Institutions and County Jails in New York State for use in an outreach program such as ours.

This mail-order service to prisons is inexpensive to operate and has possibilities in outreach programs only limited by one's imagination and opportunity. Compare the expense of such a program with what it costs to keep a man in prison for a year, a figure quoted at $11,000. If the inmate can learn something of future value to him while he is serving time, perhaps he will not be a "repeater." Another "Attica" might be prevented if we get more books and men together.

"I'm sure you're aware that reading takes on a new importance while one is in here and I'm very grateful that you extend your services to include us."

"There is much enthusiasm about your program in Attica. It's refreshing to see someone, even a librarial (sic) concern, show a genuine interest in helping men in confinement."

"—the problem is I read an average of ten books a week."

"Being incarcerated and somewhat a pauper it's hard if not impossible, to keep abreast of the economical and social events of the time. I would appreciate it very much if you would allow me membership."

"Since I read rapidly and extensively, I foresee a long and rewarding relationship with your fine library."

"Please cancel any further orders I have in the mail-order system. I am scheduled to go home in a week. I want to thank you for being able to make use of the mail-order system. I found many enjoyable hours reading that would otherwise be unproductive."

MAIL ORDER BOOK CATALOG
1972
Photo by Roger Timm
Wyoming County Library System
303 EAST MAIN STREET – AVON, N.Y. 14414
SAVE THIS CATALOG AND USE IT OFTEN. ORDER THE BOOKS
YOU WANT TO READ ON THE ENCLOSED POST CARD ORDER FORMS.

"Through the librarian, the institution establishes a rapport with the inmate at a time and under a circumstance when his psychological and emotional barriers are lowest and thus activates a contact that is most precious. . . ."

Prison libraries: focus 2

The Present Situation

Whether or not criminality necessarily is produced in a disadvantaged environment is a continuing sociological debate. Whichever way it is resolved, one fact remains; the imprisoned are our most ex-advantaged citizens. The institution becomes the only sphere of reality for the inmate; his entire term transpires in a closed microcosm. Because he cannot physically leave the institution, his only alternative to its daily structure is vicarious experiences such as those provided in library materials.

The inmate as a citizen, is entitled to public library service to bring the outside world into the institution. The public library with its multi-faceted approach to the community and its varied programs would be a great asset to the institution. However, before public library programming in correctional institutions can even be discussed, it must be noted that there are very few libraries at all in penal institutions. As of 1966, when Vedder did her monumental survey of the prison library situation, only thirty-two correctional institutions had full-time librarians. In 1974, nearly a decade later, the majority of prisons and jails in the U.S. still do not have professionally staffed libraries. Burt's 1970 survey noted only fifty-eight correctional libraries in twenty-nine states had full or part-time librarians—forty-nine others had teachers as librarians.

Unfortunately, the teacher-as-librarian is prevalent in correctional libraries because most prison libraries are not viewed as public libraries as far as staff, structure, or philosophy goes. As of 1950, prison libraries were still under the education department of the state or of the department of corrections. Even now, only six states administer correctional libraries through public library systems.

THE PUBLIC LIBRARY'S POTENTIAL

Because the public library is designed to deal with the whole person, it provides for educational, vocational, recreational, legal, and self-growth needs. But prison libraries, because of their school library approach, tend to deal only with the educational, vocational, and/or recreational needs of the inmate. Legal library service has only come into the picture since 1971, in response to a Supreme Court decision. It is new and, for the most part, poor service—reflecting few good programming ideas. One exception was the Paraprofessional Law Clinic in the Graterford, Pa. Institution. But the self-insight fields, both creative and interpretive, are neglected the most and are in greatest need of innovative public library programming.

The exceptionally exciting, creative programs which have taken place in correctional libraries have not usually been done through the library at all. For example, in Sing Sing (N.Y.), the Floating Foundation of Photography held photography classes for the inmates and then provided them with cameras. The resultant photographs were then published in book form in 1972. In the Illinois State Prisons there are currently being offered music programs under the joint auspices of the Community Involvement Workshop and the Black Music Workshop. Poetry classes at Cook County Jail, sponsored by the Northeastern University's Center for Inner City Studies, are very popular. A group of artists who call themselves Freedom Through Art, hold painting workshops in Illinois Institutions and then help the inmates sell their works.

Similarly innovative correctional programming handled through the library, rather than other interested groups, is difficult to trace through the literature. Most librarians in corrections expend all their energy just getting a library into the institution—they spend any extra time and effort on short term programs; they have no strength left to publish. On the other side of the coin, the publishing industry does not demand or even desire them to. (This problem, by the way, is currently being handled by a special A.H.I.L. subcommittee). But through the informal channels of communication, one hears rumors of projects: Films in Pierce County, Washington, art classes in New York, inmate-produced audio-visual materials in Minnesota, creative writing clubs in Wisconsin. The saddest part about the rumors of programming is that there is so little being centered in the correctional library. Lack of

Service to the ex-advantaged

By Rhea Joyce Rubin

staff, of funds, and of support from the correctional environment have stunted the growth of creative library programming in penal institutions.

BIBLIO (ART, MEDIA, WHATEVER) THERAPY

I would like to see the library deal with the arts from a creative perspective in informal classes and clubs for poetry, drama, art, photography, music and dance. These art programs could have financial gains for the inmates in addition to the aesthetic ones. And I would especially like to see the arts dealt with interpretively to gain self-understanding. All such programs could be adapted for use with both juveniles and adults.

Bibliotherapy, which really should be "media therapy" or some-such, as it includes materials other than the printed word, is such a use of the arts to change a person's attitude or behavior. It works because it is "psychology through art" (Stadel, 1967) or "a process of dynamic interaction between the personality of the

continued on page 442

photo by Nancy Moss, Cook County Corrections Library Project, Chicago Public Library

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(continued from page 439)
reader and literature" (or art) Russell and Shrodes, 1950. Bibliotherapy is a "process of identifying with another character or group so that feelings are released and the individual develops a greater awareness of his own motivations and rationalizations of behavior. If there is a genuine therapeutic result . . . it may be explained theoretically in terms of identification, catharsis and insight." (Russell and Shrodes, 1950)

Bibliotherapy is a direct outgrowth of the librarians' expertise in book selection and reading guidance. As Moody stated it, "good book (or media) selection + individual guidance + a definite goal = bibliotherapy." (1964). The basic idea is to choose the right book for the right inmate at a time when he can absorb the material and then to discuss the work and his interpretations of it. Because "there are no good books or bad books—only good times to read certain books, or bad times . . ." (Embree, 1950). The discussions must be led by someone with a psychological understanding of the inmates' problems and attitudes. Morrison (1940) and others have claimed that a psychiatrist or other therapist should collaborate with the librarian: "Bibliotherapy will of necessity have to be a cooperative venture. Psychiatrists are trained to observe and interpret emotional reactions, but most of us know little about library science. We can point out the type of materials needed, but the trained librarian knows where to find it. . . . Because of the intimate relationship between mental health and social adaptibility, every branch of the library can be used to aid the inmate in his adjustment."

Three bibliotherapy programs in correctional institutions are exemplary. The first was a New York project with young drug addicts in 1963. The State Corrections Department took the initiative by asking the New York State Library Extension Division to conduct a four month bibliotherapy project in a special program for State Correctional Institution Residents nearing parole. Margaret Hannigan and William Henderson, led the 55 minutes reading and discussion groups. Reading aloud, especially of poetry and drama, was found to be very popular. In addition, the librarians acquainted the men with the public library services available. A non-statistical evaluation of the project was done through interviews with the participants, who were very enthusiastic. Both librarians and inmates felt that the bibliotherapy had helped them to gain self-understanding.

In 1964-65, Charles Whipple used bibliotherapy in an Oklahoma juvenile reformatory. The bibliotherapeutic sessions were incorporated into a biology class with the book discussion being used as an adjunct to the Lecture—Demonstration—laboratory Method of teaching. The achieved goal of bibliotherapy in this case, and therefore knowledge of, the academic course (biology). A "significant gain" was also achieved in personality functioning.

Lesta Burt's 1972 doctoral research in bibliotherapy, also led to changes in personality. For twelve weeks she held voluntary two hour reading and discussion groups with thirty-two inmates in adult, Wisconsin Correctional Institutions. The bibliotherapy resulted in positive change in behavioral attitudes. Although the experimental group showed no difference in attitudes toward concepts or persons after bibliotherapy, they did register a significantly less accepting attitude toward dope addiction and stealing than did the control group which had not participated in the bibliotherapy sessions.

All of the above projects used books as the major medium for bibliotherapy, but last year in the State of Washington, film therapy sessions were held, and there is no reason that other arts could not be used. Articles and books published on poetry therapy and art therapy, display great similarities in approach and use to the bibliotherapy publications.

There are a few problems connected with media therapy which make it an especially difficult library program. The need for inter-disciplinary staff participation or consultation has been mentioned. There is also the problem of inmate participation, in the therapy, as all other library programs, should be voluntary. Although the coercive uses of bibliotherapy are not as blatant as those of psychosurgery, the institutional environment tends to convert all programs into one of coercion. It is very important that bibliotherapy, as all other library programs, be seen as a library project and not an arm of corrections; the goal of the bibliotherapy is for inmates' self-understanding, not corrections' increased control. As long as the group members are self-selected and not forced to come, and that the books are approved by the inmates and not forced upon them, bibliotherapy can remain a viable, and moral library program.

Although I have stressed the use of media as therapy, the aforementioned uses of art to create with, educational materials to teach with, and legal materials to protect the inmate are, of course, also important. As Lawrence Wilson (1956) reported to the American Correctional Association:

> "Through the librarian, the institution establishes a rapport with the inmate at a time and under a circumstance when his psychological and emotional barriers are lowest and thus activates a contact that is most precious . . . the institution, through the librarian, deals with and assists those with whom it usually fences and bickers. . . ."

Correctional libraries need public library programming of all types **now** to create this important relationship with those whom society has labeled its ex-advantaged. ■

The public library and the non-user

By Sister Christina Hoffmann, s.c.n.

The public library is very much a part of the American scene in urban communities across the nation, but it provides a service that is not much used. Berelson's study of over twenty years ago shows that ten percent of the adults use a library and one-half of these are the younger adults under thirty-five. Generally the use of the library depends upon the level of schooling. It follows, then, that the library is not used very much by the poor chiefly because of less formal education and less ability in reading.

The problem thus presented is that of finding ways to extend and enlarge the use of public libraries by either revamping present services or by extending new types of services.

There is a great difference between the number of citizens who could be *served* by the library and the actual and small percent of patrons who do benefit by this institution which has such great potential. It has the information people need if the people and this information can be brought together. With so many techniques available today, it seems that some means could be found to attract more and more persons. As Groombridge says, in his *The Londoner and His Library*, the question is, "Are the libraries serving as many people as they could, as well as they might?'" Some libraries have already made progress in doing so.

The following annotated bibliography seeks to list information on new ideas and new programs found in current periodical literature on any types of innovative services which are proving successful in attracting persons to the public library. This will not rule out traditional services operating successfully under the present setup of lbirary staff and services, or of services contributed by extension divisions. These articles are of uneven quality and value, but they indicate some possible patterns of action. Citations from any books quoted, based on studies of public library systems, are made on programs which are designed to extend the services of the public library.

BOOKS

BERELSON, Bernard. *The Library's Public.* New York: Columbia University Press, 1949.

An extensive study of the use made of the public library—the who? why? when? and how much? based on the results of the survey made by the Survey Research Center of the University of Michigan, and Dr. Bernard Berelson's analysis of all the studies of library book use and users published since 1930.

BROWN, Eleanor Frances. *Library Service to the Disadvantaged.* Metuchen, N.J.: Scarecrow Press, 1971.

A source book of outstanding value because of the project and program ideas for the disadvantaged—poor, handicapped, Blacks, older citizens, illiterates, migrants, with bibliographies,

EMERGING LIBRARY SYSTEMS: *The 1963-66 Evaluation of the New York State Public Library System.* Albany, N.Y.: University of the State of New York, 1967.

A detailed study of the library system of New York State. Some conclusions on use and users especially as to age, education, and distance are in accord with Berelson's. Chapter XIII has suggestions and recommendations for future action.

EVANS, Charles. *Middle Class Attitudes and Public Library Use.* Littleton, Colo.: Libraries Unlimited, Inc., 1970.

A study on why people do not use public libraries and the relationship of attitude toward the library and use. Some of his findings were not in agreement with Berelson's,

GRUNDT, Leonard. *Efficient Patterns for Adequate Library Service in a Large City: A Survey of Bosston,* Chicago: University of Illinois, 1968.

A detailed study of the Boston Public Library system with some recommendations in Chapter XIII to improve service.

GUTHMAN, Judith Dommu. *Metropolitan Libraries: the Challenge and the Promise.* Public Library Reporter No. 15. Chicago: American Library Association, 1967.

Contains material based on a hearing which was conducted by the Metropolitan Area Library Service Committee in December, 1967. The paper describes the changed urban citizenry and proposes some new services aimed at reaching the poor,

HIATT, Peter, and Drennan, Henry T. *Public Library Services for the Functionally Illiterate: A Survey of Practice.* Chicago: American Library Association, 1967.

Contains the presentation of a panel discussing the above subject, a good survey of current programs, and an outline for an in-service training session.

NYREN, Dorothy. *Community Service: Innovations in Outreach at the Brooklyn Public Library.* Public Library Reporter, No. 16. Chicago: American Library Association, 1970.

A compilation of articles on various efforts to involve more people with the library.

PUBLIC LIBRARY SYSTEMS IN THE UNITED STATES: A SURVEY OF MULTIJURISDICTIONAL SYSTEMS. Chicago: American Library Association, 1969.

A survey study of public library systems across the country and a summary of major findings and recommendations.

PERIODICALS

ALTHEIDE, David L. "Is the Public Library Obsolete? Suggestions for Change." *Mountain Plains Library Quarterly,* XV (Summer, 1970), 17-25.

A strong challenge to the public library to become "active" in society.

BASS, Doris. "Can This Marriage Bc Saved? The Library and the Community." *Library Journal,* XCIV (Sept. 15, 1969, 3023-27.

An account of the change in the book selection policy, giving some reasons for the revision.

"BEDFORD and Stone Avenue Libraries in Brooklyn are being used for day and evening classes for high school dropouts." American Libraries, I (May, 1970), 415.

Courses are offered and the library assists with its resources and provides an outside reading program.

BIALAC, Verda. "Public Library and the Retarded Patron." *Library News Bulletin,* XXXVIII (January, 1971).

Guidelines by which the public library can give book and non-book materials and services to the retarded adults.

BLAKELY, Darlene. "Milwaukee Library Goes to the Elderly." *Wisconsin Library Bulletin,* LXVI (July, 1970), 209-10.

An account of the selection of, and services to, the elderly in public and private housing projects.

BRAHM, Walter. "Connecticut State Librarian: Bypass City Libraries?" *Library Journal,* XCVI (January 1, 1971), 15-16+.

Walter Brahm suggests that state and local libraries join together and establish centers and bypass established city libraries.

BRAWNER, Lee B. "Will the Real Public Library Please Stand Up?" *Oklahoma Librarian,* XXI (October, 1971), 12-15.

A challenge to the public library to define goals and to be people centered.

BRYANT, Barbara E. "Getting Library Materials and Services Talked About." *Michigan Librarian,* XXXVI, No. 2 (Summer, 1970), 12-13.

Some suggestions for making known to interested persons what is available in the library.

BUNDY, M. L. "Urban Information and Public Libraries: A Design for Service." *Library Journal,* XCVII (January 15, 1972), 161-69.

A discussion of the problems of and discrimination directed against the urban poor, and some suggestions for providing needed information services.

CASEY, Genevieve M. "Public Library Service to the Aging." *American Libraries,* II (October, 1971), 999-1004.

An informative article about the ALA's Committee on Library Services to an aging population which describes the preparations for the study, the steps taken, and gives some conclusions about serving this segment of society.

CHAPMAN, Kathy. "Tulsa Library Has Shut-in Service." *Oklahoma Librarian,* XX (October, 1970), 17-18.

A brief account of library service to shut-ins in private and nursing homes.

CHILDERS, T. A., and Krevitt, B. "Municipal Funding of Library Services." *American Libraries,* III (January, 1972), 53-57.

An article including charts that shows the rates of library expenditures in relation to other costs in cities of the United States.

CONAWAY, Mary Christine, Sister. "Reaching the Unreached 'No Place' People: Migrant Farm Workers." *Catholic Library World,* XLIII (December, 1971), 187-92.

A description of migrants and some guidelines for providing services for the Mexican-American migrant.

DELLER, A. Michael. "How to *Reach Out, Even if Your Staff* Is Small." *Michigan Librarian,* XXXVI, No. 2 (Summer, 1970), 13-14.

Some suggestions for extending personal contacts of the librarian in order to remind non-users of the services that are available.

DOIRON, Peter M. "Open Opportunity." *Library Journal,* XCVIII (September 15, 1973), 2527.

A brief account of the Open Universities Project in which students can earn a Bachelor's degree by taking courses provided by the public library.

DUCHAC, K. F. "Problems and Activities of the Brooklyn Public Library." *Bookmark,* XXXI (May, 1972), 145-47.

Descriptions of various programs carried on in the library system.

FRANTZ, John C. "Changing Environment and Changing Institution: The Urban Library." *Library Trends,* XX (October, 1971), 367-75.

An article which presents reasons for the local library to meet local needs and to become meaningful to the neighborhood.

HOOVER, Austin. "Workshop on Library Services and Materials for Mexican-Americans." *Texas Library Journal,* XLVI (Winter, 1970), 206-08.

Set against the background of a workshop, the need of adequate materials and the conflicts faced by Mexican-Americans are presented.

JAVELIN, Muriel. "Adult Services Standards for Public Libraries in New York State." *Bookmark,* XXIX. (April, 1970), 262-64.

A brief description of the needs of the adults, especially those of becoming a whole person, which should be satisfied by the public library.

————. "How Library Service to the Aging Has Developed." *Library Trends,* XXI, No. 3 (January, 1973), 367-89.

A history of library service to the aged along with references to programs carried on by a number of libraries to bring books and patrons together. Bibliography on the aged is included.

JORDAN, Casper LeRoy. "Library Service to Black Americans." *Library Trends,* XX (October, 1971), 271-79.

A discussion of the meaning of "culturally disadvantaged" and a strong argument for the library to take an active part in attracting Blacks.

LADENDORF, Janice. "Breaking the User Barrier." *RQ,* XI (Summer, 1972), 337-39.

A discussion of the need for libraries to "sell" their products and services and to adapt to the needs of their patrons.

LEGG, Jean. "Coordinating Library Services Within the Community." *American Libraries,* I (May, 1970), 457-63.

Presents a plan under which a community library coordinating council is set up for better service.

LYMAN, Helen Huguenor. "Reading Materials for Adults with Limited Reading Experience." *Library Trends,* XX (October, 1971), 326-49.

A discussion of the subject of literacy and of some trends which have been followed by public libraries. Bibliography included.

McCROSSAN, John A. "Extending Public Library Services to the Homebound: Libraries in the Therapeutic Society." *American Libraries,* I (May, 1970), 485-90.

Contains a discussion of various ways of providing services for non-institutionalized handicapped and shut-ins with reference to costs and need of personnel.

MEYERS, Arthur S. "The Unseen and Unheard Elderly." *American Libraries,* II (September, 1971), 793-96.

An account of a program set up by the Enoch Pratt Free Library which describes some needs of the elderly and some methods of meeting these needs.

MOORE, Linda. "The Adult Illiterate." *Michigan Librarian,* XXXVI (Summer, 1970), 9-10.

A questioning as to whether the present role of the library is to enter more actively into teaching and social work in order to reach the unreached.

NELSON, Mattye. "Library service in a vertical community: the reading and study centers." *Illinois Libraries,* LV, No. 1 (January, 1973), 40-43.

An interesting description of the work of five study centers set up by the Chicago Public Library. These centers were established in housing developments and aim at meeting the needs of the people who live in those areas.

PLACE, Philip A. "Serving the Elderly in West Virginia." *West Virginia Libraries,* XXII (December, 1969), 12-13.

A listing of the seventeen principles developed at the USOE institute in Detroit in 1969 on the problems of older people.

PLETZ, F., ed. "Serving the Underserved." *Michigan Librarian,* XXXVII (Autumn, 1971), 4-14.

A series of presentations at the Michigan State Library Meeting in the spring of 1971. Tom Alford challenges librarians to combine tradition and innovation in library service.

RITTENHOUSE, David C. "Prisoners, Patients, and Public Libraries." *Wilson Library Bulletin,* XLV (January, 1971), 490-93.

An account of library services in prison, jail, and in hospitals.

ROMANI, Dorothy. "Guidelines for Library Service to the Institutionalized Aging." *American Libraries,* I (March, 1970), 286-89.

Various library programs for the aged in institutions are described with a list of qualifications that ought to be possessed by librarians working with them.

SHUBERT, J. F., and Dowlin, C. E. "Ohio's BOOKS/JOBS Program." *Library Journal,* XCV (October 1, 1970), 3239-43.

A program aimed at the literate unemployed of Ohio.

TROJE, Patrice Harper. "St. Paul Public Library's Operation Outreach: Programs Specifically for the Culturally, Socially, and Economically Deprived Non-User of the Library." *Minnesota Libraries,* XXII (Autumn, 1969), 321-28.

A paper on the library's efforts to reach and bring in new patrons among the deprived of St. Paul.

WADE, Barbara. "How to Reach the Literate Adult Non-Readers." *Michigan Librarian,* XXXVI, No. 2 (Summer, 1970), 8-9.

A brief article listing various ways to entice adult non-readers into the library by using films, lectures, posters, etc.

ASSOCIATION INFORMATION

Report of the CLA Executive Board Meeting

The CLA Executive Board met at CLA Headquarters, February 22-24, 1974.

Present: Dr. Mary-Jo DiMuccio, President; Mr. Matthew R. Wilt, Executive Director; Reverend Joseph P. Browne, C.S.C., Past President; Sister Jane Marie Barbour, C.D.P.; Mr. Arnold M. Rzepecki, Sister Marie Inez Johnson, C.S.J.; Miss Margaret M. Long, Mrs. Isabel K. Bradley.
Absent: Miss Joanne M. Klene, Mr. James C. Cox.

The Board's action is as follows:

1. Approved the members of the Nomination Committee: Sister Alberta Abel, Reverend Charles Dollen*, Sister Dolores Swanson, Miss Patricia Lyons and Sister M. Franz Lang, chairman.
2. Accepted the resignation of Sister Arline Zurich as chairman of the CLA Legislative Committee and acknowledged with thanks Sister Arline's service to CLA.
3. Approved the appointment of Matthew R. Wilt to the Literary Advisory Board of Port-a-Bookstore, Inc.
4. Discussed the tentative proposal from Joseph O'Donnel regarding the arrangements between CLA and NCEA for the 1975 Convention.
5. Renewed the contract of Matthew R. Wilt as Executive Director of CLA for the period July 1974-June 1978.
6. Approved the addition of one day vacation for each year of service after the first year up to a total of twenty working days for full and regular part-time clerical staff at Headquarters.
7. Approved with corrections, the Minutes of the Executive Board meeting of October 12-14, 1973.
8. Accepted the report of the CLW Editorial Committee chaired by Mary Grant and approved the merger of the CLA Handbook (September CLW) and the CLA Membership Directory (January CLW).
9. Accepted the proposal that CLA consider publishing an "Inventory of National Catholic Church Records and Manuscript Sources" and asked that more information on the scope and budget for the project be supplied by Lloyd Wagner, who suggested the project.
10. Referred to the CLA Publications Committee the revision of *The Parish and Catholic Lending Library Manual.*
11. Agreed that since CLA issues no specific materials or instructions for celebrating the former *Catholic Book Week* (now *Book Week,* sponsored by CLA), that CLA members be encouraged to support *National Library Week* and *Children's Book Week* and that *Book Week* sponsored by CLA be dropped as a CLA activity.
12. Received the written report of Jane Hindman, Unit Coordinator/Membership Chairman.
13. Received the report of the Finance Committee, chaired by Sister Helen Sheehan and approved, with amendments, the FY 1974-1975 budget as proposed by the Executive Director.
14. Received the oral report of Mrs. Catherine M. Pilley, editor of *CPLI.*
15. Received the oral report of John T. Corrigan, C.F.X., editor of *CLW.*
16. Established three long-range directives for CLA to be presented to the Advisory Council in April.
    a) Emphasize the role of the library in developing religious education centers.
    b) Explore and develop continuing education opportunities for CLA members.
    c) Develop a public relations program to increase membership and involvement in CLA activities.
17. Approved the establishment of two new committees:
    a) A joint committee of CLA members and religious education directors to formulate standards for parish and diocesan resource centers.
    b) An awards committee to recognize contributions of publishing, writing and disseminating of religious literature.
18. Set April 16, 1974 for the next Executive Board meeting at the Hilton Hotel, Pittsburgh, Pennsylvania.

* Mr. James Clayton has replaced Rev. Charles Dollen on the Nominations Committee.

Members who wish to have items submitted to the Executive Board for discussion should send them to the Executive Director by September 1, prior to the Fall meeting of the Board.

The Nebraska Unit has announced the content of its May meeting at Pope John XXIII High School in Elgin, Nebraska. They plan a demonstration of the videotape recorded by Master Electronics; a screening of the film "Right to Read"; a round table on practical solutions to daily library problems.

The Greater New Orleans Unit held an Author's Luncheon on February 16. The speaker for the occasion was Jane Hindman, CLA Unit Coordinator. Miss Hindman spoke about the concerns of those Units she has visited to date; the activities of Headquarters to become more involved in the development of religious education resource centers; the 1974 CLA Convention to be held in Pittsburgh, Pennsylvania (April 15-18); and about the trends she sees developing in the library profession today.

The Washington, D.C.-Maryland Unit recently heard a presentation by Paul Brand, Jr., on the topic of "Stretching the AV Dollars." Mr. Brand made several points, 1) that the media center concept centralizes, as it should, all media under the direction of one department; 2) that librarians should be aware of the simple mechanics required in AV equipment operation; 3) that all equipment needs care and maintenance frequently (tender, loving care will pay off); 4) keep AV supplies available, more than one spare lamp (quantity purchases are wise cost savers); 5) seek the aid of a professional mechanic when all else fails.

The Western Pennsylvania Unit held its annual CLA Luncheon on February 16th at the William Penn Hotel. Bishop Vincent M. Leonard, Bishop of Pittsburgh, spoke on the topic of The Librarian: The Universal Person. The several sections of the Unit had special programs which included a media workshop for the Elementary Section; the High School Section heard Dr. M. Accetta, Superintendent of the Chartiers Valley School District speak on the role of the librarian today; the Hospital Section had a discussion of "'Literature of Medicine and Nursing"; the College Section heard Reverend Leo Ouedejans on "The Bible as Literature," the Parish Section listened to Reverend Joseph Slater, Director of the Diocesan Adult Education Program, speak on "Parish Libraries and Adult Education for the Future."

The Eastern Pennsylvania Unit held its 27th Annual Catholic Author Luncheon in February in Philadelphia, Pennsylvania. A large audience heard Frank Sheed speak on "Reading and Sanity." Mr. Sheed has a rare sense of humor and a background in publishing that outdistances everyone in the field. It is difficult to relate the joy that emanated from the podium on this occasion, but it was evident in the standing ovation accorded Mr. Sheed when he concluded his remarks. Concerning reading, Mr. Sheed said, 1) Read to increase knowledge, 2) to develop and enrich the mind, thus becoming a richer human being. When it comes to the question of what to read, he states; Read: 1) Great writers, poets, theologians, 2) the novel, the **great** novels and not exclusively the modern novel. "The library is a fortress in a mad world—if the librarian is sane."

The Bishop Byrne Unit is reorganizing this year with a new thrust of service to more people in the community, states Mrs. Ann Martin.

Mrs. Martin and Sister Blanche Gothia, O.P., vice chairman of the Bishop Byrne Unit, say that after attending the national CLA convention in Denver last year, the leaders of the local unit decided to follow the thrust of the national organization—to see how they can be of service to parish libraries.

"We are trying to cooperate with the national organization and to follow along with their objectives. And through this we have hopes of offering services that are needed and also revitalizing our own organization," commented Mrs. Martin.

Immediate objectives for the Bishop Byrne Unit of CLA were formalized at the first executive board meeting in mid-October. Sister Blanche outlined the objectives of the Unit for the 1973-75 term of office as follows:

(1) We would like to expand the concept of total service to the community in an effort to help implement media or resource centers; (2) We will work toward offering service and expertise for the religious education coordinators and their staffs; (3) We plan to publish a handbook for the selection and organization of both book and non-book media.

Mrs. Martin says that in the past CLA, in the nation and locally, was school oriented. The Bishop Byrne Unit, organized in 1956, trained and gave workshops for para-professionals who were working in the elementary school libraries.

"One of the objectives of the Unit in the past was to get a representative in the diocesan School Office who could offer the service of training and workshops to the school librarians," states Sister Blanche.

"This was quite well accomplished five years ago, in 1968-69, when Mrs. Martin became the first full-time library consultant for the Galveston-Houston diocese."

CLA members are invited to send materials for this column to CLA Headquarters.

MTST—more initials! Well, this is one worth knowing. At least, at St. Joseph's College, we found a method of card production with which we were completely satisfied. Previously, we purchased our cards from Library of Congress. This was our first bad experience with card production. We gave this up after waiting long periods of time for the cards, and then having to delay the cards further by typing all headings and call numbers. Next, we tried making a photocopy from *NUC* and sent them to Xerox Company. We had to keep count of the tracing per entry, and send them in batches of 10,000, since they were cheaper in large quantities. Meanwhile, since the books were processed and sent into circulation, a temporary card had to be filed in the card catalog. One month later, the cards were returned and typing began on the cards. After the headings were completed, the cards were filed again. Next, we purchased our cards from a company in Massachusetts which used Library of Congress *MARC* tapes. We found them to be very satisfactory. We received cards in one week, with tracings and call numbers already on the cards. The disadvantage was that we could only send titles which perfectly matched the *LC* call number. Finally, after these frustrating attempts of producing cards at the mercy of others, and conforming to their standards, we decided to go independent and produce cards on our own premises. We rented an *MTST*, and made our own rules!

This is an *IBM Magnetic Tape Selectric Typewriter* which is attached to a recording unit using computer-type magnetic tape, and which records every signal and instruction sent to it by the typist. There are two tapes—one tape is a constant; the other is a variable. Information stored at one tape station can be merged with the other to produce new combinations of typed material. This is how a set of catalog cards are produced. The typist uses the typewriter as usual, typing a unit card from a model, indicating the call number and tracings, only. These instructions are given to the variable tape, along with instructions for extra cards if needed. The *MTST* simultaneously prepares both a typed copy and a magnetic tape recording of the same text. An error is easily corrected. It can be done by backspacing and striking it out. Whenever changes are made in copy, the *MTST* will respace sentences, adjusts the lengths, and even drops hyphens, all automatically. The machine will check itself to insure accuracy of re-typing. An error can also be corrected on the playback of the programmed text. A tape will hold a limited number of titles, depending on the number of cards per set. Within seconds, recorded typing can be scanned, selected, and typed out automatically. Because typing was stored on the magnetic tape along with the instructions, the typist is relieved of time-consuming re-typing. The playback will result in as many cards as programmed, ready for sorting and filing.

The *MTST* is also available as a single tape machine, which can handle only the constant information. It will playout a set of cards without the variable information, the call number and tracings. You can either playback the tape on the two tape machine, or manually type in the tracings.

In the Fall of 1969, we decided to rent the *MTST* to eliminate our backlog. Rental fee for the two tape machine was $285 per month. This includes all maintenance and free instruction. IBM was very prompt in their service—any breakdown was repaired within a few hours. We purchased a special platen which would enable us to use pin feed stock. This permits the typist to insert continuous card stock instead of inserting a new card each time. The typing will automatically begin at the same place on each new card. We also purchased ten tapes which were reused many times.

We were very fortunate to have a typist who took very well to the *MTST*. From her instruction at IBM, she was able to teach other members of the staff, in addition to capable student assistants. Patience is the key to the *MTST*. Learning to program can be a frustrating experience. The machine obeys every order—including those which are errors. Concentration is essential to finally making peace with the machine. Contrary to salesmen's opinions, we found that the operator is free to do other work, but she can not leave the machine alone indefinitely. Several times the machine jammed, or the pin feed cards bent at the edges. While the type was playing out, our operator shelflisted continuations, filed shelflists, compiled weekly statistics—all jobs which could be done independently, but close by the *MTST* in case of a problem. Our typist revised the cards as she programmed the tapes —any further errors were caught as the cards were being filed into the card catalog. The quality of the final copy was very good, and the library was so happy with the *MTST*, that we rented another machine. This was a single tape machine at $210 per month. We were able to prepare the constant information, and then run it off on the two tape machine.

Since rental fees are paid per month, the machine should be kept in use at all possible times; but de-

pending on each institution, there will be certain times which cannot be covered, e.g., weekends, holidays, etc. Aside from the obvious feature of eliminating repetitious typing, it was also a miracle to our eyes to have cards produced immediately—and made according to our specifications, with extra cards for special files, etc. Our procedure involved searching for the correct *NUC* entry, making a photocopy of it, giving it to the typist as a master copy. The cards were typed and traveled with the book to be processed. When the book was ready for circulation, so were the cards.

Our backlog of titles finally dwindled. Our chief operator averaged 600 to 700 sets of cards per month (Sept. '72; 785; Oct.: 625; Nov.: 778). The second machine averaged 200 to 300 titles per month. Our highest number of sets was 1340 in March, 1972.

Since the *MTST* was designed primarily for office work, it can be used for more than library work if desired. This depends on each institution. We sent one secretary to IBM classes, so that we could create stencils for a bulletin issued periodically to the faculty.

It was with regret that we gave up our two *MTST*s. In July, 1973, St. Joseph's College joined the Ohio College Library Center, and could not afford to keep the *MTST*s also. We were pleased with our four years of service from the *MTST*s, and feel that it is a worthwhile investment for any library.

Kathleen Dragann
Head Cataloger
St. Joseph's College
Philadelphia, Pa.

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COMMENT ON PUBLISHING

HARRY JAMES CARGAS

Unicorn Press sets publishing standards

There's a publishing equation that is turning out to be increasingly valid: small presses are to quality publishing as the large houses are to commercialism. If quality is to be found consistently, it is more likely to be in a relatively little, one-man, family or commune-type operation where the motivating principle is art as much as it is survival.

At one time Herder and Herder, to select one example, could be depended upon for highly competent religious books (though not particularly artistic productions). Now that firm has been absorbed by a larger one and the diversification of its efforts have noticeably affected its quality. Sheed and Ward, too, has gone off in directions other than it was traditionally noted for. And this is true of many other companies as well.

But the situation is not bleak. A number of little presses exist whose publications are uniformly fine and provide a standard for other houses to approach. Unicorn Press is one of the best examples of such endeavors. Located now in Greensboro, North Carolina (formerly in Santa Barbara, California), it is essentially a seven person operation which manages to present some of the finest of contemporary literature in books in which the form beautifully complements the material.

Unicorn has an impressive list of authors. Kenneth Rexroth's *Sky, Sea, Birds, Trees, Earth,* for instance is available for $2.00 in paper and again in lovely cloth bound, Chinese style, for $5.00. Another well known poet, James Tate, has paper and cloth editions of *The Torches* while Philip Levine, "A poet of growing power and strangeness" has two volumes, *Pili's Wall* and *5 Detroits.*

Work by John Howard Griffin (*Twelve Photographic Portraits*), Federico Garcia Lorca (*Tree of Song*), Boris Pasternak (*Seven Poems*) is among that by "name" authors. But as implied above, it is not simply the content that appeals to the reader but the overall artistic merit of the entire book itself that Unicorn attempts to present.

An outstanding sample of this is *Words of Paradise* a collection of poetry of Papua New Guinea edited by Ulli Beier. This anthology of 126 poems is wonderfully illustrated by Georgina Beier whose drawings are based on paintings of Kilo Dukapri, "one of the last great traditional artists in the Maprik area of the East Sepik district." The text is in italics with very wide margins (where the titles of the poems are found) on solid paper which is yet so thin that the black illustrations from several pages away show up beneath the text in grap tones which make the

drawings seem almost ubiquitous. The poems of love, abuse, laments, ritual and reflection are exciting and an invaluable feature is Jerome Rothenberg's "Postface," a brief but brilliant commentary on the movement of language as part of the political and poetical history of New Guinea.

What might prove to be Unicorn's biggest commercial success is Daniel Berrigan's *Prison Poems*. This volume contains both the bitterest and the best of the Jesuit's poetic output, and the design of the volume befits its nature. The dust jacket alone is remarkable. The author, older and more careworn than in most of his photos, is walking in a field. The picture is split in half with the legs portion on top, the rest of the body beneath, the two halves separated by the title and author's name. The effect is remarkable. Furthermore the two inside jacket flaps contain a total of 49 words. Nor does the back of the dust jacket contain Unicorn advertising, only information about Berrigan pertinent to the fuller understanding of this particular book. (As far as I know, no Unicorn book cover contains ads for other volumes—how nice.)

Two of Unicorn's best novels are *The Cell* by Horst Bienek and Teo Savory's *To a High Place*. The former is an account, by an East German, of a prison stay that certainly ranks with the best of contemporary lazarine literature—including Koestler's *Darkness at Noon* and Solzhenitsyn's *One Day in the Life of Ivan Denisovich*. Kay Boyle has called the reading of *The Cell* an "overwhelming experience" and L. J. Davis said of it in the New York Times, "a surprising complex deeply affecting and harrowingly successful piece of work. . . ." *The Cell* is clearly one of the most frightening and authentic books published in this century.

One hesitates to say anything about *To a High Place* (except to recommend it highly) lest a reader's pleasure be diminished via a reviewer's foreshadowing. This is a sensitive rendering of a young man's search for life's meaning in spite of family opposition and worldly obstacles. Walker Percy calls Teo Savory's fourth novel "a truly lovely job" while Ashley Montagu echoes my observation: ". . . the author manages to say more on a page than most authors do in a book."

Both of the novels above were designed for production by Alan Brilliant whose last name describes his artistic abilities. His books are a pleasure to read making the whole experience of a Unicorn work an aesthetic one.

And that's the point of this little resume. Unicorn symbolizes the best in contemporary publishing. It is the kind of press that your spirit and your senses can trust. It is the kind of house that sets standards which the larger publishing companies are failing to meet. The very best in world literature (see what *Saturday Review* called one of the six finest poetry books inspired by the war in *Cry of Vietnam*) is being offered with care, patience. We easily see that no Unicorn book is rushed into print, rather each is born after a proper gestation period. All readers can be grateful for that. ■

PARISH AND COMMUNITY LIBRARIES

BROTHER RENE ROBERT, O.F.M. CONV.

Religious Education and the Deaf Child

Teaching religion to the deaf child has several facets, the most important of which is to "sell" religion. Since religion is so abstract, this makes the task doubly hard. Yet with the help of some twenty volunteers, the present religion program is finishing up its fourth year. The way to have teachers and helpers "sell religion" is by organizing workshops, planning classes, providing materials, visiting student's homes, sending out newsletters, providing liturgies and whatever else is needed to keep the program running.

The best way to "sell" religion is by our example as well as by sharing our knowledge with the students. Next, the job is to have the parents reinforce our teaching but this isn't always that easy. If it weren't for the parents though, some teachers would never know if they were effective in their job. Why? Because the parents tell the teachers what their child has learned.

Some of the methods which the teachers use in class to teach religion are mainly role playing, movies, filmstrips, flannel board stories, workbooks, art projects and letter writing to the sick and elderly. How does the teacher communicate? The teacher uses whatever ability he or she has, i.e., orally, manual signs, fingerspelling, gesturing, using an overhead projector and any other means one can use to attain his or her goal. Even if a teacher is proficient in all these ways, there is still the language problem between the teacher and the deaf student.

Preparation for the Sacraments and maintaining a continued interest in them is the next difficult task. To keep that interest, the teacher must work with the idea that this is "survival catechetics," and what the students learn "now" may be the last they'll receive in life. Hearing people at least have Sunday Mass, lectures, television, radio, etc., to keep them in touch with the Church and God, but the deaf do not have these and therefore need someone to

"hear" (interpret) for them.

On the second and fourth Sundays of the month, an interpreter assists at the Mass for the deaf even with the accompaniment of a folk group. There are other times such as baptisms, marriages and funerals when interpreting gives that necessary meaning to a silent liturgy. In order to spread this interpreting service, parents, teachers, seminarians and interested persons have been taught the language of signs, so they too could share God's message with the deaf.

The seemingly "quiet" work goes on but the sound of the good news is reaching the ears of the deaf Christian.

About the author—Brother Rene Robert, O.F.M.CONV., aside from being religious coordinator at the Western Pennsylvania School for the Deaf, is also on the Confraternity of Christian Doctrine Staff for the Diocese of Pittsburgh. He is part time o nthe faculty at Canevin High School and on the National Catholic Office for the Deaf Steering Committee.

BOOK REVIEWS

JAMES A. NORSWORTHY, JR.

MARGRABE, Mary. *The "Now" Library;* A Stations Approach Media Center Teaching Kit. Washington, D.C., Acropolis Books Ltd., 1973. 162p. $6.50.

Librarians have often been criticized for repeating the same lessons time and again to *groups* of students without really considering what individual students really need to learn. One method currently being used in classrooms to individualize instruction is the establishment of learning centers where individuals and small groups of students may accomplish specific objectives. *The "Now" Library* will help librarians establish learning centers to individualize their instruction.

Because Mary Margrabe speaks from personal experience, her writings serve as practical advice for either the beginning or experienced librarian; however, teachers could also use this book to incorporate research skills in their classroom interest centers with help from *The "Now" Library.*

Twenty-one pages of introductory and explanatory material are provided explaining the purposes of the ninety-six learning centers, their scope, development and evaluation. Complete suggestions are given for grouping stations, administering learning centers, scheduling student use, and maintaining records as well as the overall goals for the total program.

This reviewer noted that the publisher claims that behavioral objectives are given for each of the ninety-six learning centers; however, as stated they do not always meet the full requirements to be complete behavioral objectives. Most librarians will not find this to be a great fault but rather will fully appreciate and agree with the aims as listed and not worry about whether they are truly behavioral in nature.

Examples of the types of centers that can be planned for student use begin on the simple level by stressing such aspects as media center manners and care of materials through more advanced skills such as using the call number to locate media; differences between print and nonprint media; encyclopedia use; Dewey Decimal System; and how to dry mount pictures.

In addition to the main book which contains the basic aim for each center and suggestions for planning it, a separate book is provided that contains exercise sheets for reproduction. Media specialists and teachers will be pleased to note that the publishers have printed permission to reproduce the material in the kit without obtaining special permission.

This reviewer would have preferred to have the evaluation and exercise sheets issued in a ditto book for easy duplication. The book is printed in blue type and is small enough for two pages to fit on an 8½" x 11" sheet of paper. but it may be necessary for the pages to first be reproduced on a Xerox or similar type of copying machine to obtain a good black and white copy before the sheets can be made into spirit masters on the 3M or other type of infrared copying machine.

Whether one wishes to establish learning centers or merely obtain more help in presenting interesting, informative lessons within the scope of media center skills, *The "Now" Library* is highly recommended for purchase by elementary and middle school media specialists. High school librarians will also find many ideas in the book easily adaptable to their instructional purposes.

ISSUES In Children's Book Selection; A School Library Journal/ Library Journal Anthology. New York: Bowker, 1973. 261p. $9.95.

School media specialists, teachers of children's literature, elementary school teachers and parents interested in literature for children should welcome and place this volume on their bookshelves with the stipulation that it is to be read immediately.

Issues In Children's Book Selection is a collection of twenty-nine highly readable, informative and timely articles that have appeared from December, 1969, through the May, 1973, issues of *Library Journal* and *School Library Journal.* Each article is clearly a gem in itself, but when combined with all of the jewels of this title, the total impression is one of extremely fine quality, imagination and challenge.

The work is divided into five sections as follows: Perspectives On Selection; Intellectual Freedom Or Censorship?; Images: Themes and Genres; and Past, Present, and Future. Within these five sections one will be challenged to think about everything from consumer education, the role of girls and women, the occult, racism, sexuality and numerous other issues of the day as they relate to children's literature.

Well worth mentioning is Lillian Gerhardt's introduction to the work which certainly more than sets the stage for reading the rest of the book. She has certainly defined well the state of the art of writing and literary criticism as it now relates to children's books.

Issues In Children's Book Selection is highly recommended and should be placed on a list for immediate purchase.

MERIT STUDENTS ENCYCLOPEDIA. 20 vols. Emanuel Friedman, Editor. illus. bibliogs. index. New York: Macmillan, 1973.

Merit Students Encyclopedia first appeared on the market in 1967. It was an all new encyclopedia whose major objective was to serve students from the upper elementary through beginning college levels. During the reported seven years that were spent compiling the work, extensive research in curriculum research was conducted to determine what was taught in schools and at which levels.

According to information provided by the publisher, the 1973 edition of *Merit Students Encyclopedia* contains more than nine million words in 21,700 articles, illustrated by more than 19,000 photo-

graphs and drawings, 1,450 maps, 800 bar graphs and tables as well as hundreds of additional charts.

The authority with which *Merit Students Encyclopedia* speaks can be appreciated when one reads through the list of editors, contributors and reviewers. Many persons who are tops in their fields, such as Isaac Asimov and Franklyn Branley, will be instantly recognized by even a glance over these lists.

One of the exceptional features of *Merit Students Encyclopedia* is the way that it presents information. The writing is clear, direct and concise, yet it is written in a comprehensive and authoritative manner. The publishers state that articles more likely to be used by younger students in elementary school are written in a simpler vocabulary and with shorter sentences, while those more likely to be of interest to an older audience are more complex. Articles begin with simple sentences and explanations and proceed to more complex material which appears later in the article. This reviewer found this claim easy to document by the reading of many articles in each volume.

Information, no matter how clearly written, at times needs visual accompaniment to clarify what is written in the text. Illustrations, maps, photographs and reproductions of famous works of art have been carefully designed to provide maximum usefulness. The sections dealing with "painting," "flowering plants," "fish," and "frogs" to name but a few, feature excellent full color reproductions. The articles dealing with "anatomy,' "protective coloration," "Rome, ancient" and "color reproduction," also feature excellent transparencies to allow the reader to clarify many important aspects that are not easily shown nor as effective is only a series of single photographs. For example, in the article about "painting" found in volume fifteen one can read the description of how it is possible for process or four-color printing to be reproduced. A reference is made to the special unit "printing in color" in the article "color." When one turns to this section in volume five, the way that the process works can be more easily understood through the manipulation of the acetate transparencies.

One special feature of *Merit* worthy of mention are students guides which present to the reader either a brief introduction or the overall content of the article that he is preparing to read. For instance, under the heading "Rome, ancient" the reader is told that the article describes ancient Rome from the 8th century until its fall in 476 A.D. In addition it suggests other subjects where one could locate additional information. For a state, such as Maine, the organization of the article is given; therefore, the student can readily locate specific information within the scope of the larger article.

A particular feature which impressed this reviewer was the basic information that is often quickly needed about Presidents of the United States. Directly under the president's name are listed his birth date, birthplace, education, religion, marital status, number of children, political party, age at inauguration and previous occupation as well as his autograph to provide a sample of his writing.

Schools and libraries should have sets of *Merit Students Encyclopedia* available for consultation because of the excellent coverage given to the states of the United States, the provinces of Canada and the countries of the world.

One aspect of the writing which appealed to this reviewer was the way that *Merit Students Encyclopedia* handles articles that could be in some way controversial or where there is no one universally accepted viewpoint. For example, in the article about "dinosaurs," not one, but several theories are presented for the extinction of these huge land animals. Evidence both pro and con for each theory is presented, with the result being that the truly interested reader will wish to explore this idea in depth through further research. This is but one of many similar examples.

Bibliographies called "Books for further study" are included at the end of most major articles. In most cases titles for younger readers are either listed separately or noted as such. Most titles listed are basic titles that will be available to students in most media centers.

Career education has recently been given great emphasis in many school systems throughout the United States. This reviewer was pleased to note the excellent up-to-date coverage of many professions and occupations in *Merit Students Encyclopedia*. In general the article presents the history of the position, presents job opportunities, training and education as well as employment prospects. In addition the names and addresses are provided where further information about the potential career choice may be obtained.

The methods used to keep materials current are provided by a process of continuous revision. According to the publishers in the six years that *Merit* has been published, thousands of articles, hundreds of maps, graphs and tables have been updated or revised at various times. Examples of recent revisions could be seen from such articles as "Acupuncture," "Bangladesh" and in the article on China the discussion of President Nixon's visit to that land.

A complete and detailed subject index to *Merit Students Encyclopedia* is to be found in volume twenty. The index is keyed to numerous references where information about the subject or related subjects can be found. While checking for information about George Corley Wallace in the index, three references in addition to the article about him were listed. These led to information about his role in the state of Alabama; in the article about John F. Kennedy was described Wallace's refusal to allow two Blacks to enroll in the University of Alabama in June, 1963; and in the article about Mississippi one learns that he carried the state during the 1968 Presidential election.

In order to keep the set useful and current, a *Year Book* is published annually to cover the significant events and personalities of the previous year.

In conclusion, it is the reviewer's opinion that *Merit Students Encyclopedia* is one of the finest sets of encyclopedias available for student and general home use. When a set of encyclopedias is to be considered for purchase, *Merit* should be given high priority.

James A. Norsworthy, Jr., Librarian at Ruth Dunn Elementary School, Louisville, Kentucky.

SPECIAL PERSONAL MEMBERS NOT LISTED IN JANUARY, 1974

Catholic Library World

Those persons who make an added contribution to the work of the Catholic Library Association by paying annually the sum of twenty-five dollars ($25.00).

Margaret Long

Brother John J. Vyzenski

Patrica L. Lyons

Rev. Demetrius Schenk

Philip Bliss

VIEWPOINT: RELIGIOUS EDUCATION

JANET M. BENNETT

Once in awhile, as I wait in a long grocery checkout line I take a look at the wagons of the people in front of me. It's pretty unsettling to see families of small means buying TV dinners, packaged desserts, french fries, soft drinks and chips. There's supposed to be a correlation between education and income, and therefore more affluent shoppers ought to be more conscious of food value per dollar. But regardless of education or salary level, grocery shoppers seem more persuaded by packaging and convenience than by nutritional contents.

There's a related situation in the religion supermarket. Religious education shoppers appear to have a hard time spending their often limited budgets efficiently. Many buyers are lured by showy kits and multimedia packages whose price tag is vastly larger than the real worth of the parts, even including the supposedly creative idea that spawned the whole production. They buy puffed-up paperbacks full of reprocessed truisms or sugary greeting-card inspiration. The frenetically colorful bookcovers or boxes or brochures shout intimidating testimonies to the theological, sociological or psychological relevance of the contents. Dollar for dollar it's not very nourishing fare.

Like grocery shoppers, religious education people are incessantly cajoled and harangued by advertisers. Name brands are beatified and canonized. Somehow when we're all talking about God and Jesus, advertising acquires an all-in-the-family legitimacy. Director of Sales or Francis de Sales—what does it matter. A religious outfit wouldn't cheat you. We're all in this together.

But religious affiliation is no guarantee of quality. And though things have perhaps advanced beyond *Paper Moon's* bible huckstering, a religious publishing company that wants to stay afloat will most assuredly have a quite secular view of marketing mechanisms. And it will not be shy about charging what the traffic will bear.

Even religious education people with good sales resistance have a problem in selecting the materials they must have. They simply don't have the time to read all the reviews and follow the industry gossip to locate materials which are not only solid but of real value to the various groups and concerns they must serve. Often their subscriptions are limited to the top ingroup titles, so they don't even have much range for review-reading. A lot of material selection is done in hit-or-miss fashion—by clerical grapevine enthusiasm, from references in lectures (often no more than exercises in credential-dropping) or spinoff from academic course reading lists.

In working with a diocesan religious education office for several years I was constantly asked for help in buying books and other materials. The office staff, teachers in parish CCD programs or schools, and parish librarians wanted this kind of guidance. Parish librarians especially, however enthusiastic, capable, and interested in religion-related reading they may be, often don't feel adequate to the job of informed purchasing. Even a professional librarian, in those parishes lucky enough to entice one, is not necessarily familiar with the religious book field.

People who called me wanted to know which books, for which subjects, for which age groups, for which currently fashionable philosophical or political bent. Often they need an all-around list to begin a library or resource center or back-of-church reading rack. Many calls began, "We've been given two hundred dollars and want to buy some books. If people show an interest, maybe they'll give us some more money to start a library."

My response to these requests for buying help was based on a regular reading of reviews, a pretty good guessing instinct, a strong distaste for high intensity advertising, and no compunction about foisting my own taste on people when other criteria failed. I think I did a fair job of it. But I'd have been much happier to have had access to—or to have turned the whole thing over to—a thoroughly professional review service offered by a board of imaginative and consumer-conscious librarians.

Various library lists I *have* seen tend to be bland and superficial one-shot efforts. They represent one individual's biases. They're often outdated before the typing of the draft has been begun.

The list I'd like would be an advisory issued at predictable intervals (preferably oftener than quarterly) which would take into account the very broad spectrum of concerns of religious education today. (The nature and extent of these concerns will probably be outlined in forthcoming columns.) It would rate and recommend materials, not simply announce and describe all the new things that have been produced and indexed.

Such a review service would not only be a great help to the religious education shopper but it might also have a healthy effect on the quality of the religion market's offerings.

Mrs. Janet M. Bennett is the Resource and A/V Coordinator for the Diocese of Paterson. This column will appear regularly in the Catholic Library World.

ALLEN, George R. *The Graduate Students' Guide to Theses and Dissertations: A Practical Manual for Writing and Research.* San Francisco: Jossey-Bass Publishers, 1973. 108p. $7.75. L.C. 73-3774.

A question and answer format used throughout this manual makes it very readable and informative. It gives an overview of the problems involved in gathering dissertation material and practical information including the first steps in research, data collection and analysis and dissertation defense. A bibliography of books, indexes and abstracts which would be helpful to the research student is included. This is a handy little volume for the graduate student about to begin advanced studies. Suggested for academic and public libraries.

BONIN, Jane F. *Prize-Winning American Drama: A Bibliographical and Descriptive Guide.* Metuchen, N.J.: Scarecrow, 1973. 234p. $6.50. L.C. 73-3111.

A conveniently, chronologically arranged list of American drama which was has won at least one of the following awards: the Pulitzer Prize, Critics' Circle, Tony, Obie and Players' Workshop Awards. For each season's winners, the list of characters, a summary of each act, an author sketch, the theater history and numerous citations to representative critical opinion are given. An index to play titles, playwrights, prizes and critics is also included. Students will find this useful as a key to American dramatic literature spanning the past fifty-six years. It is, therefore, recommended for all high school and academic reference collections. J.A.C.

DAVIES, Ruth Ann. *The School Library Media Center: A Force for Educational Excellence.* Second Edition. New York: Bowker, 484p. $12.50. L.C. 73-18114.

Changes in education which have strengthened the belief that the library media center should be a vital force in the school day have prompted this updated, second edition of *The School Library*. The goals and services of the school media center should focus on the needs of the students and activities must be closely related to the curriculum, says the author and she provides practical, meaningful help to the library media specialist. Five curriculum areas are discussed in light of the media center. This is done thoroughly and should be most helpful to educators interested in the total involvement of students, teachers and librarians. The appendixes are also worthwhile, including self-evaluating checklists, book evaluation guidelines, sample policy statements, even a guide for constructing mini-courses. I am enthusiastic about this book; I appreciate authors who deal with the day-to-day issues and offer practical assistance. I recommend it heartily to media specialists, future media specialists and educators in general. It would be a fine purchase for any professional collection. S.M.M.

POPE, Elspeth S. *The Time-Lag in Cataloging.* Metuchen, N.J.: Scarecrow, 1973. 209p. $6.50. L.C. 72-8097.

Originally written as a dissertation at the University of Pittsburgh, this deals with the problem of time-lag in cataloging; that is, the time between the publication of a book and its availability to the patron, and the futile attempts of the Library of Congress to solve the problem. The author contends that the solution is inclusion of the cataloging information as an integral part of a book, but that the Library of Congress' attempts at this have not worked for various reasons. Ms. Pope's book discusses these attempts, CIP, shared cataloging, MARC program and offers suggestions for their improvement. It is thoroughly researched and contains a lengthy bibliography. Should be in every Library Science collection and on the reading list of every professional librarian. J.A.C.

SABLE, Martin H. *International and Area Studies Librarianship: Case Studies.* Metuchen: Scarecrow, 1973. 166p. $5.00. L.C. 73-5547.

Each case study, focusing on different aspects and problems of international librarianship, is followed by a series of questions designed to provoke discussion of problems and their solutions and to direct students toward important reference tools for the areas concerned. A good sampling of areas are included, twenty-nine in all, and they are presented in relation to the library in terms of their materials' acquisition, cataloging and housing. Except in one instance, all of the activity takes place on the college and/or university level. A bibliography of suggested readings would have made this invaluable; without one it is still recommended for teachers and students of international and area studies librarianship and should be in all Library Science collections. J.A.C.

SHEPARD, Leslie. *The History of Street Literature: The Story of Broadside Ballads, Chapbooks, Proclamations, News-Sheets, Election Bills, Tracts, Pamphlets, Cocks, Catchpennies and other Ephemera.* Detroit: Singing Tree Press, 1973. 238p. $11.00. L.C. 72-12953.

Street literature is concerned with the cheap ballad sheets, pamphlets, chapbooks, and other ephemera of the masses which circulated widely from the dawn of printing to the end of the nineteenth century. While history and literature have given deep insights into the life and times of the past, a new dimension of understanding comes when we examine the sub-literature of the era. This book provides a fascinating background of the literature through anecdotes and stories of the publishers and authors. There are many illustrations of the varieties of street literature that give us a picture of the reading matter of the general populace. This book would be an interesting addition to the literature section of your library. S.M.M.

SHOCKLEY, Ann Allen and Sue P. Chandler, editors. *Living Black American Authors: A Biographical Directory.* New York: Bowker 1973. 220p. $12.95. L.C. 73-17005.

Black writers have been making many valuable contributions to the field of literature in recent years. This directory identifies these writers and provides information about them and their works. The shortcomings of the directory are pointed out by the authors in the Preface. These shortcoming are few, however. I find this volume to be a worthy addition to a reference collection. Ar-

ranged alphabetically by name, entries provide occupation, place of birth, education, marital status, experience, memberships, awards received, selected bibliography of works and current mailing address. A title index is included, as well as a directory of Black publishers. Subsequent editions of this directory will include more complete information, I am sure as many more Black writers realize the worth of such a directory and return the requested information to the editors. S.M.M.

SMITH, Carl B. and Leo C. Fay. *Getting People to Read: Volunteer Programs that Work.* New York: Delacorte Press, 1973. $8.95. (paperbound: Dell $2.95). 238p.

After reading the startling statistics about America's non-reading citizens, it is heartening to come across a publication which offers some practical assistance to concerned educators, librarians and volunteer citizens who are interested in developing programs of assistance to non-readers. *Getting People to Read* offers concrete advice on successful reading programs and how they can be initiated through libraries, community groups, parent-teacher organizations. Descriptions of volunteer programs involving retired persons, parents, college and high school students, make the reading problem a little less dismal. The book also includes practical aids for volunteer assistants and tutors in the programs, as well as a bibliography of books on education and reading.

BURGESS, Louise Bailey. *Alcohol and Your Health.* Los Angeles, California, Charles Publishing Co., 1973. 227p., 243p. L.C. 72-83315 $12.50

This volume is actually two books in one: the first part is a treatment of alcohol and its use and abuse in our society; the second is a reprint of HEW's report to the U.S. Congress on alcohol and health. This latter half contains the original excellent chapter bibliographies. The title of the book is more pertinent to this half than to the former. Unfortunately, the books cost $12.50 while the HEW report can be purchased from G.P.O. for $1.50. The author could have combined forces with the government agency by providing an index which would make this an excellent reference tool on the alcohol problem in our society today. F.J.M.

Reviewers in this column: Sister Marie Melton; Julie A. Cunningham, Assistant Reference Librarian, St. John's University, Jamaica, New York; Frank J. Mazsick, C.F.X., St. Mary's College, St. Mary, Kentucky.

Correction

A review of *Reader's Index to the Twentieth Century Views Literary Criticism Series, Vol. 1-100* appeared in the October, 1973 issue of *CLW*. It stated that the volume was a compilation of the indexes of the 100 volumes. Actually, it is a completely new index and the other volumes contain no indexes. Prentice-Hall considers this arrangement to be more to the advantage of the students and researchers.

BOOKS FOR YOUNG ADULTS

BARBARA G. EMIGH

BERRY, Jason. *Amazing Grace: With Charles Evers in Mississippi.* New York: Saturday Review Press, 1973. 370p. $8.95 73-76488

A young, southern white volunteer, a graduate of Georgetown University, who worked in Charles Evers' unsuccessful bid for the governorship of Mississippi, tells his version of the campaign. The account is interesting and discerning and gives a fairly broad view of politics in Mississippi. The author furnishes a list of books which he used in his research; and there is also an index. This book is suitable reading for U.S. history and political science students. Recommended. S.E.W.

CHAVOOR, Sherman, with Davidson, Bill. *The 50-Meter Jungle.* New York: Coward, McCann, Geoghegan, 1973. 223p. $6.95 73-78763

The author, who coached the Olympic seven-gold medal swimmer, Mark Spitz, reveals the shocking truth about championship swimming. He analyses the parents of swimmers, the coaches, and the swimmers themselves. This book is informative and interesting. S.M.M.

FAGYAS, M. *Dance of the Assassins.* New York: G. P. Putnam's Sons, 1973. 383p. $7.95 72-97291

This novel tells the story of one twenty-four-hour period in the history of Serbia. On June 10, 1903, King Alexander and Queen Draga were assassinated in a successful coup which had as its objective the deposing of the Obrenovich dynasty and the restoration of the Karageorgevich line. Librarians may want this book to fill a need for historical fiction covering a rather obscure but vital area—the Balkins previous to World War I. There is a fair amount of sex and violence which may make the book undesirable for some libraries, yet it all fits in the story context. S.E.W.

HALACY, D. S., Jr. *Your City Tomorrow.* New York: Four Winds Press, 1973. 224p. $5.88 72-77818

Written specifically for the teen-aged reader, this book deals with the problems of our cities in a clear and practical way. It gives a look at cities of the past, present, and future, and outlines some solutions to the current urban problems. The book is illustrated with black and white photographs and graphs. There is an index. This book, which will be of interest to social studies classes, can be given to senior high school students who have reading difficulties. S.E.W.

HERBERT, Maric. *The Snow People.* New York: G. P. Putnam's Sons, 1973. 229p. $7.95 73-78640

When Wally Herbert, explorer, made arrangements to spend an extended period with the Innuit, independent hunters in Ultima Thule, he took his wife and ten-month-old baby to Greenland with him. Marie describes the hardships of the environment, the difficulties of adjusting to a different cultural pattern, the beauty and the ofttimes terror of the setting, with candor and with zest. Her close friendship with individual women in the community gives the opportunity for increased understanding of tribal ways and customs. The develop-

ment of young Kari during the thirteen months' stay into a typical Eskimo-oriented child, and the devotion of the entire community to this youngest member of the settlement, is revealing. Recommended for all readers interested in polar life. Photographs enhance the text. B.E.

HILLERMAN, Tony. *Dance Hall of the Dead.* New York: Harper and Row, 1973. 166p. $5.95 73-4150

Another case is resolved in the style that typifies Lieutenant Joe Leaphorn, Navajo policeman. The authenticity of the customs and beliefs of the Zunis, in addition to those of the Navajos, adds dimension to this story that begins with the disappearance of the young Zuni who is scheduled to be the Fire God in upcoming religious festivities. Involved in the action are a group of hippies, a pair of anthropologists and a young Navajo who aspires to become a Zuni, as well as numerous lawmen. Fast moving and suspenseful, with believable characters and ideal setting. B.E.

MENDELL, Ronald L. *Who's Who in Basketball.* New York: Arlington House, 1973. 248p. $7.95 73-11871

A "who's who" book in any field is almost always a valuable tool for anyone who wants to research that field. This one is no exception. It has information about basketball players that can be found nowhere else in print. This book is recommended for libraries and for those who call basketball "their sport." S.M.M.

PLATT, Joan, ed. *Young Animators and Their Discoveries: A Report from Young Filmakers Foundation.* New York: Praeger Publishers, 1973. 159p. $6.50 72-82776

Although not the typical "how-to" manual, *Young Animators* contains most of the basic elements needed for beginning film animators. Since the format consists of interview-type essays by several young filmmakers, these elements are scattered throughout, rather than organized along theoretical principles. On the other hand, the style would be appreciated by aspiring young colleagues; thus, the book would lend itself well to either interest-rousing or supplemental reading assignments. S.D.M.

SLADE, Richard. *Carton Craft.* New York: S. G. Phillips, 1972. 63p. $5.95 73-1953

Some fascinating ideas on making simple toys and games from scrap and inexpensive materials (like empty plastic bottles, cardboard cartons, styrofoam balls, etc.). It's a shame that no effort was made to revise the text of this fairly expensive British publication to suit American vocabulary before it was issued in this country. Though a glossary is provided, it's disconcerting to have to interrupt one's reading of directions to find the American equivalent of words like "cockerel", "bodkin", "Sellotape X", etc. Useful for teachers and youngsters through the fifth or sixth grade. J.P.B.

SPLAVER, Sarah. *Nontraditional Careers for Women.* New York: Messner, 1973. 223p. $5.64 73-5384

Although the title suggests otherwise, many of the careers listed have been pursued for years by women; however, there are many new careers for women described. A comprehensive table of contents lists careers under seven general headings with dozens of subheadings. In the text of the book, each one of these subheadings is described briefly with suggestions for finding additional information. There is a bibliography for further reading. The detailed table of contents makes an index unnecessary. This is a helpful tool, useful for the student and the vocation and career counselor. S.E.W.

TREASE, Geoffrey. *The Phoenix and the Flame: D. H. Lawrence.* New York: Viking, 1973. 177p. $5.95 73-11418

This engrossing biography of the famous English novelist is all too short. Because it is so simply told, this book merely serves as an introduction to a deeper study of Lawrence; for many high schools' needs this may suffice. Although many of Lawrence's novels may not be carried in high school libraries, he is nevertheless an influential writer of this century and should not be overlooked. The book is recommended for background reading in English literature and also for those who enjoy biography. S.E.W.

Reviews in this column by Rev. Joseph P. Browne, C.S.C., Director, School of Library Science; Mrs. Barbara Emigh; Sister Dorcas Mladenka; Sister Marilyn; Molloy, Our Lady of the Lake College, San Antonio, Texas; Sister Emily Weir, O.P., Marian High School, Imperial Beach, California.

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CLYMER, Theodore. *The Travels of Antunga.* Boston, Little, Brown, 1973. $4.95

Striking illustrations in cold, bold colors give great strength to this ancient Eskimo legend. Through the efforts of one brave man of the tribe, the Eskimo has the deer and the seal for his food and clothing. Because the story is so simply told young children will be able to handle the narrative with ease. (Elementary) S.M.O'D.

ERWIN, Betty K. *Who Is Victoria?* Boston, Little, Brown, 1973. 134p. $4.50

The mystery of the disappearance of a little girl. (Elementary) S.R.M.

GRAMATKY, Hardie. *Little Toot on the Mississippi.* New York, G. P. Putnam's Sons, 1973. $4.69

Little Toot is back! This time he is exploring the Mississippi River. When an angry flood occurs he sets out to rescue the woodland animals with the help of some old steamboats. The illustrations, by Gramatky, are delightful and all children should be captivated by them. (Elementary) M.V.B.

HANNA, Mary Carr. *Cassie and Ike.* Winston--Salem, John F. Blair, 1973. $6.95

An absorbing tale of two young Quakers, Cassie and Ike, and of the important role religion played in their lives. A warm story of faith, love and human nature for mature readers. (Elementary) S.R.S.

HIRSCH, S. Carl. *Meter Means Measure.* New York, Viking, 1973. 126p. $4.95

There is little doubt that within the next decade the United States will be converting to the metric system. Mr. Hirsch's book can be used by the high school student as a background to the metric system and a series of useful tables demonstrates the conversion of one system to the other. (Elementary) S.M.O'D.

HOBERMAN, Mary Ann. *The Raucous Auk.* New York, Viking, 1973. (Illus. by Joseph Law.) $4.95

Mary Ann Hoberman's collection of poems, primarily for younger readers who delight in nonsense verse. However, children's librarians will also appreciate this lively addition to story hour selections. (Early elementary) S.M.O'D.

JOHNSTON, Norma. *The Keeping Days.* New York, Atheneum, 1973. 233p. $5.95

"Keeping Days" were very wonderful ones for teen-age Tish growing up in the early 1900's. In a richly detailed and romantic narrative told in the familiar style of any dreamy youngster, the reader witnesses a refreshing maturity and growth. S.M.O'D.

LANGSTAFF, John. *Saint George and the Dragon.* (Woodcuts by David Gentleman.) New York, Atheneum, 1973. $4.95

An old Mummer's play adapted by John Langstaff for young people. Music, script, and songs are all here for easy production. Since scenery and props are minimal, and any number of players can be accommodated this is an ideal school play. (Elementary) S.M.O'D.

LATTIMORE, Eleanor Frances. *A Smiling Face.* New York, William Morrow, 1973. 128p. $3.94

This story is one that gives us good advice on a current problem. This book teaches a lesson: "not to judge people by the color of their skin," and to "let people prove themselves." (Elementary) S.R.M.

MONROE, Earl and Wes Unseld. *The Basketball Skill Book.* New York, Atheneum, 1973. 114p. $5.95

A simple text accompanied by a series of sequential photographs demonstrating basketball fundamentals makes this a useful book for any boy interested in the game. (Elementary) S.M.O'D.

RINKOFF, Barbara. *The Watchers.* New York, Alfred A. Knopf, 1973. 130p. $4.99

A heart warming story of a retarded boy and a friend who cared. (Elementary) R.S.M.

ROCKWELL, Harlow. *My Doctor.* New York, Macmillan, 1973. $4.95

Illustrated in delicate watercolors, this gently informative book is the perfect prescription for the beginning reader. (Pre-school) S.R.J.

SATTLER, Helen Roney. *Recipes for Art and Craft Materials.* Illustrations. New York, Lothrop, Lee and Shepard, 1973. 128p. $4.50

Instructions and materials necessary for making paper-mache, modeling compounds, and other materials for art and craft work. (Elementary) J.F.H.

Reviewers in this column: Sister Regina Joanne, St. Robert School, Chester, Pa.; Sister Regina Madeline, St. Edmund's School, Philadelphia, Pa.; Jane Hindman, Haverford, Pa.; Sister Helena, Philadelphia, Pa.; Sister Marie O'Donnell, St. Mary High School, Royal Oak, Michigan.

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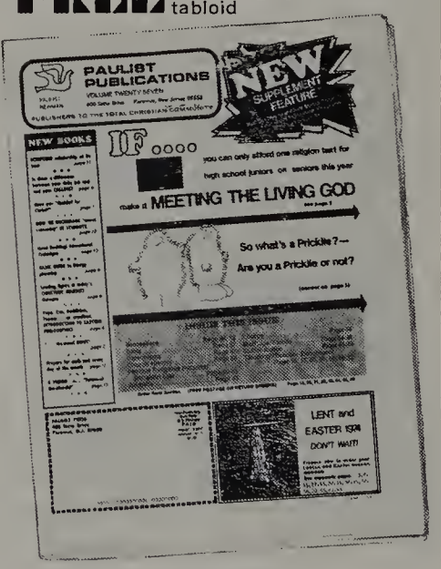
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Copyright Decision Revised

In the latest round in the Williams & Wilkins photocopying case, the U.S. Court of Claims has reversed an earlier decision, ruling by a closc 4-3 vote that the National Institutes of Health and the National Library of Medicine may photocopy articles from journals published by W&W. The Court cautioned against "unrestricted, systematic photocopying," stressing that Congress should determine the extent of photocopying permissible under the copyright law. Said thc court, the decision applies only to the immediate casc, and specifically should not be taken as relevant to computer technology.

The Court gave these reason for its decision: W&W had failed to prove that it had been or might be harmed by the photocopying in question; medical research would be harmed by holding photocopying—in this case and this limited form—to be an infringement of copyright; and the problem of accommodating the interests of science and of publishers "calls fundamentally for legislativc solution or guidance, which has not yet been given."

In pressing for Congressional action, the Court expressed doubt over whether W&W had a "viable license system and whether any satisfactory program can be created without legislation. Earlier in the year, W&W had proposed a system of licensing whereby libraries would pay fees based on the amount of materials photocopies, but the firm later decided instead to raise its subscription rates.

The Court noted that the 1909 federal copyright law —which is currently undergoing revision—"does not provide for compulsory licensing in the field," though many foreign countries "have specific provisions which . . . would cover the photocopying of NLM and NIH.

W&W can appeal this latest ruling by seeking review by the Supreme Court.

Publishers Use Gov. Studies on Library Royalties

Sixteen members of the Authors League have written to Congressman Lucien Nedzi's Library Subcommittee urging action on a bill that would establish a commmission to study methods for compensating authors for the use of their books through public libraries. The bill (H.R.4850) was introduced by Congressman Ogden Reid at the request of the League.

The letter was signed by Edward Albee, Robert Anderson, Jacques Barzun, Ralph Ellison, Charles Frankel, John Hersey, Elizabeth Janeway, Garson Kanin, James A. Michener, Stephen Sondheim, Rex Stout, Barbara W. Tuchman, Jerome Weidman, Theodore H. White, John A. Williams and Herman Wouk.

The commission, if established, would study various systems of compensation including the lending royalty long used in Scandinavia and recently established by New Zealand and Australia.

Freedom of Ideas

The Association of American Publishers, declaring that meaningful detente with the Soviet Union can be sustained only with the open exchange of ideas, has strongly protested the continuing Soviet harassment and intimidation of dissident Russian writers and intellectuals.

The AAP statement followed, by a couple of days, the action by the National Academy of Sciences warning its Soviet counterpart that American scientists will refuse to take part in join projects as long as Moscow continues to harass nonconformist physicist Andrei D. Sakharov.

"When you were in the United States in February," the AAP officials wrote, "we celebrated together the announcement of the Soviet Union's decision to join the Universal Copyright Convention. We saw that action as a step by your nation toward detente in the area of publishing." But since that time, the AAP said, "American publishers have viewed with a growing sense of alarm the reports of increasing intimidation, harassment, imprisonment and exile of Soviet writers such as Solzhenitsyn, Maximov, Amalrik, Medvedev, Galich and Superfin.

TV Ads Harmful to Children

"The advertising industry should adopt special precautions in its use of television commercials aimed at children." This is the recommendation of two Columbia University professors, in their book *Advertising and the Public Interest,* which was scheduled to be published in July by Crain Books.

The authors stated that children aged six and younger are particularly vulnerable to television advertising, and the industry should recognize this age group distinction by adopting a signal "which indicates the shift from program to commercial." They suggested also that each network should experiment with commercial-free programs by "making available a one-hour program each Saturday morning.

The book contains the official report of the Federal Trade Commission's headline-making investigation into modern advertising practices held over 18 months ago, as well as a series of recommendations which urge the advertising industry, the public, and the government to establish a set of values based on fair and honest advertising principles,

NEW TITLES

BARR, James. *The Bible in the Modern World.* New York, Harper and Row, 1973. 193p. $5.95 L.C. 73-6336

The author analyses the status of the Bible today: contemporary interpretation; the place of the Bible in theology; its applicability to today's culture; and the relationship between the Bible and other literature. Bibliographical footnotes.

BERRIGAN, Philip. *Widen the Prison Gates: Writing from Jails, April, 1970-December, 1972.* New York, Simon and Schuster, 1973. 261p. pb. $2.95; $7.95 L.C. 73-13118

A journal written in Lewisburg Federal Penitentiary, Danbury Federal Correctional Institution, and Dauphin County Jail.

BOYER, Thomas. *Parish Liturgies: Experiments and Resources in Sunday Worship.* Paramus, N.J., Paulist Press, 1973. 308p. pb. $5.95 L.C. 73-81106

Editorial assistant, Mary Sue Greer. A compilation of creative liturgies developed by the author and assistants in a parish. Bibliography: pp. 301-306.

CARTER, Edward, S.J. *Jesus, I Want to Talk with You: Contemporary Prayers.* Staten Island, N.Y., Alba House, 1973. 126p. $4.95 L.C. 73-75617

Prayers in ordinary language drawn from experiences of everyday life.

CROZIER, Brian. *DeGaulle.* New York, Scribner's, 1973. 726p. $12.50 L.C. 72-1190

A comprehensive biography of Charles De Gaulle which includes an account of the history of France from 1890 to 1972 and critically assesses De Gaulle's achievements. Bibliographical footnotes.

FOY, Felician A., O.F.M. (ed.) *1974 Catholic Almanac.* Huntington, Indiana, Our Sunday Visitor, 1973. 703p. pb. $3.95; $7.95 L.C. 43-2500

A one-volume encyclopedia of Catholic facts and information on the Church updated annually. Includes articles and statistical tables of contemporary interest.

GALLO, Max. *Spain under Franco: A History.* New York, Dutton, 1973. 390p. $12.50 L.C. 76-179850

Translated by Jean Stewart, of *Histoire de l'Espagne Franquiste* (Gerard and Cie, 1969). A narrative history and analysis of Spain from the end of the Spanish Civil War in 1938, to 1969; the regime of Francisco Franco. Genealogical table. Statistics. Bibliography: pp. 374-381.

GREENE, Graham. *The Honorary Consul.* Simon and Schuster, 1973. 315p. $7.95 L.C. 73-5254

A novel based in Argentina and rooted in the events and life of contemporary Latin America.

GUERBER, Jean, S.J. *Le Ralliement du Clerge Francais a la Morale Liguorienne. L'abbe Gousset et ses Precurseurs (1785-1832).* Roma, Universita Gregoriana Editrice, 1973. 378p. (Analecta Gregoriana, 193) pb. L 7,600

A study of the period in the 19th century when the French moralists and clergy rallied to the moral thinking of St. Alphonsus Liguori, and of the then Abbe (later Cardinal) Thomas Marie Gousset, moral theologian, who was instrumental in routing the Jansenists. Bibliography: pp. ix-xix.

HARTSHORNE, Charles. *Anselm's Discovery: A Re-examination of the Ontological Proof for God's Existence.* LaSalle, Illinois, Open Court, 1973. (c. 1965) 333p. pb. $3.95 L.C. 65-20278

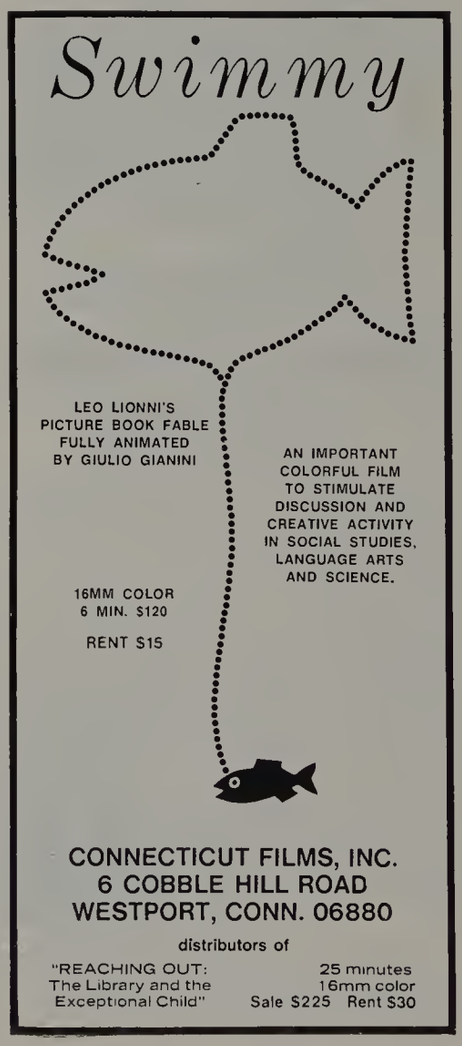
An analysis of Saint Anselm's argument and a critical survey of responses to his proof. Bibliography.

———. *The Logic of Perfection.* LaSalle, Illinois, Open Court, 1973. (c. 1962) 335p. pb. $3.95 L.C. 61-11286

Articles dealing with the ontological argument for belief in the existence of God; metaphysics; cosmology; and the philosophy of religion. Bibliographical footnotes.

MEER, Haye Van Der, S.J. *Women Priests in the Catholic Church? A Theological-Historical Investigation.* Philadelphia, Temple University Press, 1973. 199p. $10. L.C. 73-79480

Translated and with a foreword and afterword by Arlene and Leonard Swidler of *Priestertum der Frau?* (Freiburg, Herder, 1969). Foreword by Cynthia C. Wedel. A documented analysis of the arguments set forth over the centuries by all Christian Churches against the ordination of women. Bibliography—footnotes.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MILLER, Madeleine S. *Harper's Bible Dictionary.* New York, Harper and Row, 1973. 853p. $12.50 L.C. 73-6327

By Madeleine S. and J. Lane Miller. This 8th edition of a standard reference work originally published in 1952, has been extensively revised and updated by eminent authorities in the areas of archaeology, theology, Biblical scholarship, and geography. Long and short articles define and explain biblical terms, references, history, geography, and archaeology. There are 500 maps and illustrations.

NEVIN, Louis J. *Ireland, Where Time Stands Still.* Huntington, Indiana, Our Sunday Visitor, 1973. 224p. pb. $3.95 L.C. 73-83172

Writing about Ireland and its people, the author goes back in history to show how the contemporary conflict in Ireland began.

NEWBERRY, Wilma. *The Pirandellian Mode in Spanish Literature from Cervantes to Sartre.* State University of New York at Albany, 1973. 227p. $10. L.C. 77-171181

A critical appraisal of the themes and techniques in Spanish literature in the manner of the Italian, Luigi Pirandello, both before and after his influence was felt. Bibliography and footnotes.

PARRINDER, Edward Geoffrey. *The Indestructible Soul: the Nature of Man and Life after Death in Indian Thought.* New York, Barnes and Noble, 1973. 116p. pb. $4.25; $8.50

The author presents a study of some of the leading Indian beliefs and theories about man and the soul of man. Bibliography and footnotes.

PLOWDEN, Alison. *Danger to Elizabeth: The Catholics under Elizabeth I.* New York, Stein and Day, 1973. 245p. $8.95 L.C. 72-79490

A sequel to *The Young Elizabeth.* An account of the conflict between Queen Elizabeth I and those loyal to Mary, Queen of Scots. Bibliography: pp. 240-246.

SCOTT, Nathan A., Jr. *Three American Moralists: Mailer, Bellow, Trilling.* Notre Dame, Indiana, University of Notre Dame Press, 1973. 230p. pb. $2.95; $6.95 L.C. 73-11558

A critical assessment of the work of novelists, Norman Mailer and Saul Bellow, and of critic, Lionell Trilling, and their common role of moralists. Bibliographical footnotes.

SQUIRE, Aelred, O.P. *Asking the Fathers.* New York, Morehouse-Barlow, 1973. 248p. $5.95

The author traces the lines of the teaching of the Fathers of the Church in demonstrating the need for an overall view of life in order to practice prayer consistently. Bibliography and footnotes.

ZEHAVI, A. M. *Handbook of the World's Religions.* New York, Franklin Watts, 1973. 203p. $8.95 L.C. 73-9283

This reference work contains articles of Christianity, Judaism, Buddhism, Islam, Hinduism, and seven of the minor religions of the world. There are illustrations.

These titles have been indexed in *The Catholic Periodical and Literature Index,* published by the Catholic Library Association, 461 West Lancaster Avenue, Haverford, Pennsylvania 19041.

COMING NEXT MONTH

LIBRARIANS: SPECIALISTS IN INFORMATION, INNOVATION

A parish library becomes a multimedia learning center

Reverend Richard M. Morris, Rector of St. Peter's Episcopal Church describes the metamorphosis of a parish library into a functioning and effective learning center for the entire parish community. The article covers the identification of parish needs and the particular materials used to realize the proposed goals for the parish education program.

Reverend Morris has been Chairman of the Department of Christian Social Relations for the Diocese of Ohio; the Chairman of Christian Education for the Diocese of Ohio; Chairman of the Youth Division of the Department of Christian Education of the Executive Council of the Protestant Episcopal Church; Director of Youth work in the Episcopal Diocese of New York. He is presently on the Board of Directors, West Side Ecumenical Ministry of Lakewood, and on the Board of Managers for the Y.M.C.A.

Service plus through your local public library

Leon L. Drolet, Jr., is the director of the Suburban Audiovisual Service in the Suburban Library System in Hinsdale, Illinois. The article describes SAVS (pronounced "saves"), which is probably the most unique audiovisual program in the nation.

Mr. Drolet has degrees from John Carroll University, Loyola University and Rosary College. He was the coordinator of Central Serials Service of the North Suburban Library System from 1969 to 1972.

Archives, their care, preservation and maintenance

August R. Suelflow is the Director of the Department of Archives and History at the Concordia Historical Institute (The Lutheran Church-Missouri Synod) in St. Louis, Missouri. He provides the reader with a modern concept of archives and covers in detail the care, preservation and maintenance of archival materials.

Reverend Suelflow is nationally known and respected for his work in historical documentation and preservation. He is a Fellow of the Society of American Archivists, a certified genealogist and is on the Board of Certification of Genealogists.

Learning the library-college way

Ever since Louis Shores introduced the concept of the Library-College, the academic world has toyed with the idea, but has never fully embraced it. Reverend Jovian P. Lang, O.S.F., gives the background to the Library-College concept, the benefits of the idea and the need for its immediate adoption in colleges today.

Father Jovian Lang is no stranger to members of the CLA, since he has been an active member and officer (President, 1967-69) of the Association for many years. He is a professor of library science at the University of South Florida in Tampa, Florida. He has written for *Illinois Libraries, Library Journal* and *The Catholic Library World.*

A parents' library

Sister Mary Dolores Swanson, O.S.U., and Sylvia Probst describe the function and design of a library particularly designed to meet the needs of parents. Sister asserts that the school library is only the top of the iceberg, so to speak, that the whole concept is to make the library into a community program which will benefit the family.

Sister Dolores has degrees from Loyola University and Rosary College in Chicago, Illinois and has administered libraries in schools and higher education. Miss Sylvia Probst is a graduate of Loyola University of the South and Louisiana State University and is presently the principal of the high school department of Ursuline Academy in New Orleans, La.

Academic library instruction: the need for a new breed

Ray Trevis speaks of innovations in library instruction methodology which increase intelligent and responsible utilization of library resources. The "new breed" that Mr. Trevis refers to are those librarians who will insure an effective library instruction program in the nation's universities.

Ray Trevis is a candidate for a doctorate in American History at St. Louis University. He has an M.S. from Southern Illinois University and an M.A.L.S. frrom the University of Missouri at Columbia.

The library becomes a park

A park without grass may sound like no park at all. But Sister Ursula, S.C., has decorated the walls with picket fences, trees, flowers, birds, etc. She tells of the growth of the concept, the fruition of the idea and the effectiveness of the effort.

Sister Ursula is a graduate of Spalding College in Louisville, Kentucky and Edgecliff College in Cincinnati, Ohio. She has taught the deaf and minority children and has profited from the experience in developing an insight into the learning problems of the young child. She is convinced that the library can assist children in reaching personal and educational goals more easily and effectively.

Deceased

Margaret E. Martignoni
Executive Secretary of the New York State Library Association

Brother Adolph Kalt
Chester, Pennsylvania

Sister M. Denis Donegan, I.H.M.
Librarian, Marywood College, 1936-1970
Scranton, Pennsylvania

Rev. Gordon P. Hughes, S.S.J.
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Contributors

Miss Hilda K. Limper, Head of the Exceptional Children's Division of the Cincinnati and Hamilton County Public Library.

With a Master of Library Science from Carnegie Library School Miss Limper began her library service as a children's librarian. She became interested in giving service to children who were exceptional: the blind, deaf, hospitalized, handicapped, retarded or maladjusted. To further prepare herself for this work, she attended Syracuse University where she took such courses as "Education of Exceptional Children" and "Psychology and Adjustment of Exceptional Children." Miss Limper then pioneered this unique service at the Cincinnati and Hamilton County Public Library.

A special committee of the Children's Services Division of A.L.A. proposed a two year demonstration project to further this service and Miss Limper was Director of the demonstration. During this time the film *Reaching Out: The Library and the Exceptional Child* was made. This film was selected for its excellence to represent the United States of America in International Motion Picture Events abroad and was awarded the *Golden Eagle* by the Council on International Nontheatrical Events.

Miss Limper's outstanding work has been recognized by her state and on a national scale. In 1971 she was named *Librarian of the Year* by the Ohio Library Association and in 1972 at the American Library Association Convention she received the *Exceptional Service Award* from the Association of Hospital and Institution Libraries.

Karen J. Tiller is a children's librarian at the main branch of the Louisville Free Public Library in Kentucky. She has a B.A. in Fine Arts from Maryville College and an M.S. in L.S. from Spalding College. In her free time she enjoys reading, knitting, baking, back packing, yoga and the art of calligraphy.

Sister Mary Visitation Healy, S.S.M., is librarian at Mount St. Mary in Kenmore, New York. Sister assisted in the organization and administration of the Morgantown Correctional Center Library in North Carolina during the last year. She is the chairman of the Western New York Unit of CLA and has had several years experience in visiting and assisting at the Niagara County jail.

Sister Christina Hoffman, S.C.N., is the librarian at St. Matthias School in Louisville, Kentucky. She received both her B.S. and M.S. in L.S. from Spalding College. Sister's article is the result of a recent study of her topic: *The Library Non-User.*

Irene Wray Swanton is the Assistant Director of Livingston and Wyoming County Library System in New York State. She has an M.S. in Geology from the University of Rochester and an M.S. in L.S. from the State University of New York at Geneseo. She has been working in the community interests for many years and is chairman of the Town of Avon Conservation Council. Mrs. Swanton has been the Director of the Books-by-mail Project since 1970.

Rhea Rubin became interested in institutional psychology and bibliotherapy during the summers while engaged in volunteer work with mentally retarded children. She studied at the University of Wisconsin, where she received her B.A. in psychology and her M.L.S., and at the University of Vienna (Austria). She has authored a bibliography on "Discrimination in Employment" (published by the University of Wisconsin) and a paper on "U.S. Prison Library Services and Their Theoretical Bases" (University of Illinois). Currently she is the director of the Chicago Public Library's Cook County Corrections Library Project which is an L.S.C.A. funded project to establish public library service in the Cook County Jails. She is presently the chairwwoman of the A.H.I.L. Committee on Bibliotherapy.

Ms. Joanne C. Jensen is the Director of the Lansing Public Library of Lansing, Illinois, a position she has held for the past nine years. She is past president of the South Suburban Librarian's Association and has served as Children's Consultant to Reddick Library, Ottawa, Illinois. She has written for *Illinois Libraries* and until recently wrote a weekly column for the *Lansing Sun-Journal* entitled, "World of Words." She is a widow with two college-age children and three cats.

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